



Inclusion Policy

Statutory Policy

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1. Aims

The aims of this Inclusion policy and practice within our school are to provide curriculum access for all. It also aims to ensure that individual's needs are met through a wide range of provision within our mainstream setting.

This policy aims to ensure that there is a high level of expertise from staff in order to meet pupil's needs, through continuing professional development. To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014). It also hopes to gain a high level of participation from parents and carers.

The school recognises that all pupils have different and individual needs, and that most of these can be met within the everyday environment of the classroom through teaching a differentiated curriculum. However, some children may require additional support in order to meet their individual needs. In this case, extra support may be given in addition to what is already provided in all classes. Pupils who may require this extra support can include those who may have difficulties which mean they may learn at a slower pace, children who may have emotional and well-being difficulties, and also those children who may need support to learn English as an Additional Language.

Other aims of this policy include:

- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure that all children are integrated into all aspects of school life and that practice in school is consistent and inclusive to all children.
- Involve parents in developing a partnership of support, a positive image and promoting links, enabling them to have full confidence in the strategies adopted by the school.
- To set, review and support Individual Educational Programme targets as required at least three times across the school year.
- Ensure that these children are given appropriate support to enable them full access to a broad, balanced quality curriculum that recognises individual potential and offers balanced opportunities.
- To ensure children with additional needs move towards national standards allowing them access to lifelong learning.

- To keep records to inform practice to show progress and outcomes of any intervention given.
- To support staff in managing the provision for children in conjunction with effective training opportunities.
- To track the performance of children with additional needs and share this information with all staff and parents as necessary.
- To ensure that the practice in school is consistent and inclusive to all children as well as involving all parents in the school developing a partnership of support and an understanding of the practices adopted.
- To track the performance of children with additional needs and make changes to the provision available as necessary.

2. Legislation and guidance

This policy complies with the guidance given in The Special Educational Needs and Disability Regulations 2014.

This has been written to provide guidance for a variety of stakeholders including staff and parents or carers. It has taken references from the following documents and guidance set within them:

SEN Code of Practice 2015

Equality Act 2010

Ofsted SEN Review 2010 “A statement is not enough”

Ofsted Section 5 Inspection Framework September 2015

Children and Families Act 2014

3. Inclusion Statement

Within our mainstream setting, we endeavor to achieve maximum inclusion of all children whilst meeting their individual needs. We do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Our school have implemented the ‘Zones of Regulation’ approach to aid children to recognise their feelings and emotions and realise where this may be affecting their learning. Strategies are then discussed and put into place to help individual children – this may be through the use of resources such as a ‘fiddle toy’ for example.
- The school’s behaviour policy is promoted by all teachers and is working towards creating an inclusive environment by promoting positive behaviour and using praise to celebrate successes for both individual children and whole class learning.
- Special Educational Need (SEN) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

4. Roles and Responsibilities

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class teacher:

All class teachers will liaise with the SENCO and members of SLT during pupil progress meetings to:

- Identify which pupils in the class are vulnerable learners – by using the school’s ‘Level of Need’ form (see appendix 1)
- Identify which pupils may be underachieving and meet to have additional interventions, but do not have special educational needs.
- Identify which pupils may require additional support because of a special educational need and will need to go on to the school’s SEN register. Some of these pupils may require further advice or support from outside agencies and professionals.

Class teachers will also secure both good provision and outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities for all pupils.
- Ensure that there is adequate opportunities for pupils with special educational needs to work on agreed targets which are “additional to” or “different from” those normally provided as part of the differentiated curriculum for all pupils – this complies with the SEN Code of Practice 2015.
- Ensure the effective deployment of all resources – including teaching assistant support – in order to maximise outcomes for all vulnerable learners.

Head teacher:

The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Needs Coordinator (SENCO). The head teacher also has the responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through analysis of a whole school pupil tracking system and through pupil progress meetings with individual teachers.

SENCO:

The SENCO is responsible for reporting regularly to the head teacher and the governor

with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

In accordance with the SEN code of Practice, section 6: our SENCO is an experienced and qualified teacher, and is currently working towards completing the statutory accreditation for the NASENCO.

Also in accordance with the SEN Code of Practice 2015, the SENCO will oversee the day to day operation of this policy in many ways including:

- Maintenance and analysis of provision mapping for vulnerable learners.
- Identification of students with special educational needs, those in receipt of High Needs Funding and those with an Education and Health Care plan on a whole school SEN register.
- Coordinating provision for those students with special educational needs or disabilities.
- Liaising with and advising teachers.
- Managing and supporting other classroom staff (teaching assistants) who are involved with supporting vulnerable learners.
- Liaising with parents of children with SEN keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Implemented the Annual review for all pupils with an Education and Health Care Plan.
- Carry out referral processes to the Local Authority to request High Needs Funding or an Educational Health Care Plan based on evidences which may suggest a pupil has special educational needs and will require significant support.
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Updating the SEN and target register regularly and ensuring all staff have access to this and appropriate provision is in place to support the children.
- Tracking the achievement of all children on the SEN and target register termly through the use of tracking as well as analysing data at three points across the year.

5. Restrictive Intervention and Positive Handling of students

Our school is committed to ensuring that all staff and adults with responsibility for students' safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort. If used at all it will be in the context of a respectful, supportive relationship with the student, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to students and staff.

It is recognised in both statute¹ and Common Law that there is a need to intervene when there is an obvious risk of safety to students, staff and property.

Objectives

¹ Section 93 of the Education and Inspections Act 2006

The key objectives are to:

- Maintain the safety of students, staff and visitors
- Prevent serious damage to property
- Prevent serious breaches of school discipline

Deciding if the use of restrictive physical intervention is appropriate

The restrictive physical interventions authorised by the school are those techniques in which staff will have received appropriate training and development through 'Team Teach'.

Staff will view physical intervention of students only as a last resort. If students are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- Risk to the safety of staff, students, or visitors.
- Where there is a risk of serious damage to property.
- Where a student's behaviour is seriously prejudicial to good order and discipline.

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the student's best interest and that it was both reasonable and proportionate. For those students assessed as being at risk of restrictive physical intervention Positive Handling Plans will be developed by the class teacher and the SENCO. These plans outline what techniques should be used and not used along with de-escalation strategies.

The judgement on whether to use physical intervention and what physical intervention should be used should always depend on the circumstances of each case and in the case of students with Special Educational Needs information about the individual concerned.

Staff need to make the clearest possible judgements about:

- a. The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- b. The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified.
- c. The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Staff should also be aware of guidance which states

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School does not use force as a punishment – it is always unlawful to use force as a punishment.

Using physical interventions

Before using restrictive physical intervention staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of physical intervention could include:

- a. Passive physical contact resulting from standing between students or blocking a student's path.
- b. Active physical contact such as:
 - i) Leading a student by the hand or arm;
 - ii) Ushering a student away by placing a hand in the centre of the back

Authorisation of staff to use physical intervention

As stated in the 2012 guidance Use of reasonable force “All members of school staff have a legal power to use reasonable force”.

Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use ‘positive touch’² to guide or escort students to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

Reducing the likelihood of situations arising where physical intervention may be required

All physical interventions at the school are conducted within a framework of positive behaviour management. The School's Behaviour and Attitudes Policy rewards effort and application, and encourages students to take responsibility for their own behaviour. It also outlines the steps the school undertakes to ensure a calm, orderly and supportive school environment which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

Staff should recognise the need to effectively manage individual incidents by using various de-escalation strategies. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring that the student can see a way out of

² ‘Positive touch’ is a ‘Team Teach’ technique where the student is guided by touching the arm above the elbow. Please refer to the Team Teach training manual for specific guidance on the technique.

the situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.

Wherever practicable a student should be warned that physical intervention may have to be used before applying it.

Positive Handling Plans

Individual students assessed at being at greatest risk of requiring restrictive physical intervention will be identified through the member of staff with responsibility for Positive Behaviour. These students will be placed on Positive Handling Plans developed in consultation with the school, Parents/ Carers, and the student.

Positive Handling Plans set out the situations that may provoke difficult behaviour, preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included. (See appendix 3)

Recording and reporting incidents

The school keeps a record of all physical interventions. The Bound and numbered incident book is located in the Head teacher's office. All records are kept for ten years after the date of the incident.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the school improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the student/s involved and any third party witnesses.

Parents/carers will be informed as soon as possible after any recordable incident. Parents/carers will be telephoned before details are confirmed in writing. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child. Parents/carers will also be given a copy of the 'Inclusion Policy' so that they can read the section on 'Restrictive Intervention and Positive Handling of Students'.

The Headteacher will be informed at the earliest possible opportunity that a physical intervention has taken place. The Headteacher will initiate the recording process and review each incident.

Governors will be informed of the number of physical interventions on an annual basis.

Post-incident support

The school recognises the need to ensure that both the staff and students have appropriate emotional support.

The student and the member of staff will be checked for any sign of injury after an incident. Immediate action will be taken to provide first aid for any injuries requiring attention.

The student will be given time to become calm whilst staff continue to supervise. When it is deemed that the student is composed, a senior member of staff will discuss the incident with the student and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the student and the member of staff involved in the incident.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support.

Complaint procedure

If a parent/carer or student is concerned about any aspect of the management of an incident requiring physical intervention, the Headteacher should be informed of their concern. The head teacher will respond to the complaint in accordance with school policy and procedure.

6. Links with other policies

This Inclusion Policy is linked to the following policies and documents:

- Special educational needs (SEN) information report – supporting children with medical needs
- Behaviour and Attitudes Policy

7. Appendices

Appendix One: Class level of need form

Kettering Park Infant Academy

Class Teacher Year Group..... Number of SEND..... Number of Pupil Premium

PLEASE INDICATE AFTER NAME IF EHCP/PUPIL PREMIUM/CLA (Child looked after)/EAL

PLEASE HIGHLIGHT ANY CHILDREN THAT YOU ARE VERY CONCERNED ABOUT OR WOULD LIKE TO MEET SOON ABOUT

Level 4 highest needs, those with high needs funding, those with EHCP/statements, CLA, those with physical disability – all funded children	Level 3 those children not funded, significantly behind peers, requiring regular timetabled intervention or 1:1 Support for whatever difficulty/reason , requiring more Teacher input e.g. personalising work, specific strategies, those with a SEN diagnosis, severe anxiety/mental health, those who may need to be considered for further funding/support.	Level 2 those children who may be slower learners, not diagnosed SEND, but you have concerns for, those who may need to be assessed, monitored more closely, contact made with parents more regularly	Level 1 children on watch/concern, additional needs maybe not SEND e.g. Medical – diabetes, anxiety, mental health, family concerns, attendance/lateness
Questions/comments			

Appendix Two: stages of identification descriptions

Taken from our School's SEN report.

Provision Mapping


Provision for children is organised on the different intervention support we offer, and the expenditure of these activities are recorded each term. The impact of intervention is measured in terms of a child's social, emotional and cognitive development and their general sense of wellbeing and engagement. Provision mapping is used on Excel currently. However, Edukey has been purchased and from this Academic year Edukey will be used for provision mapping across the school. Edukey will be also be used to track and support with EHC annual review. This is then used to track the hours (and money) spent on each child, and can help to track the effectiveness of their interventions and targets which are set. This can also be used as evidence when making any future referrals. At Kettering Park Infant Academy we use a staged approach to identifying a pupil's additional need or level of SEN.

1. Class teacher input – targeted classroom teaching with Quality First Teaching. This first level of support and it is available for all children, including those with special educational needs (SEN). Differentiated activities are planned by the class teachers. A range of teaching strategies are in place to ensure an inclusive learning environment. Children's progress will be monitored carefully, and gaps identified will be targeted with specific support, ensuring strategies are implemented to enable them to make the best possible progress. All vulnerable learners will be tracked carefully on provision maps and those children who require it may be given an IEP – Individual Education Plan. This level of support also involves the deployment of learning support staff to work with children on differentiated activities that support the development of key skills.

2. Additional SEN Support (including specialist groups run by outside agencies) The second level of support is focused on specific intervention strategies that are designed specifically to support key development areas that each pupil needs. This intervention may take place in the classroom in the form of small group support or working on a one to one basis. When a child has specific targets – for example Speech and Language intervention – this support is usually provided by withdrawing from class in order to focus on those targets in a suitable space. Intervention support is provided by the learning support staff in class. Intervention work to support learning is tracked in an intervention book implemented by the class teacher and then will be monitored by the SENCO.

3. Education Health and Care Plan. The third level of support is intended for pupils who have an Education Health Care Plan. The SENCO will set out provision ideas and a success criteria for each target and then meet with the class teacher to discuss the targets outlined in the plan. All staff members who work with the identified child are all involved in working towards the targets set on the health and education plan objectives. Group, class and extra-curricular provision may also be involved at this level. As with all areas of special needs intervention, progress that the pupil makes is recorded thoroughly. Any children with an Education Health Care Plan in place will have an Individual Education Plan (IEP) which will be used to set and track targets, this can then be used as evidence in the annual review of the ECHP. Parents will be updated throughout the school year (at least three times) on how their child is progressing with their targets, and the support which they are receiving. At Kettering Park Infant Academy, to get the best support in setting targets and supporting children with SEN we may at times seek support from outside agencies and professionals. Examples of this provision which our academy currently uses include: Autism outreach support (SSS), Occupational therapy, Speech & language therapy, Jo-go behaviour support, Thrive OT support and Educational psychology.

Appendix 3: Positive Handling Plan

 <p style="text-align: center;">Pupil: Positive Handling Plan</p>				
Name		Dob		date
Triggers /Behaviours / Situations likely to result in Physical Intervention: <i>What is the behaviour like? When does it occur? Where does it occur?</i>				
Strategies to be used (where possible before physical intervention)				
Chill out time	Distraction	State alternatives/ consequences choices/limits	Praise partial compliance	
Give space	Reassure/success reminder	Other staff intervene	Repeat request	
Talk calmly	Give a count	Planned ignoring	Remove stimulus	
Verbal advice support	Negotiation	Contingent touch	Humour	
Other strategies				
Preferred Handling Strategies to be used:				
Friendly Hold (arm around shoulder)		Shield		
Walking		Wrap		
Single Elbow		Double Elbow		
Standing		Ground		
Figure of Four		Chairs		
Other		Get outs that that can be used when holding		
De-briefing process following incident: What care is to be provided. space, talk through etc				
Signatures				
Child (Where appropriate)				
Parent/Guardian				
Teacher:				
Head teacher				
Date		Review date		

