



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 (IEP) 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”

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 ‘fidget toy’ for example.
- The school’s ‘Positive Relationships and Behaviour policy’ is promoted by all teachers and is works 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 however, 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 but do not have special educational needs these children will need intervention to address the underachievement.
- 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 has completed 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.
- Implement 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

Use of Reasonable Force

The school strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the Executive Headteacher has given the responsibility to be in charge or in control of the learners) are lawfully permitted to use reasonable force.

The DfE clearly states when can reasonable force be used - 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. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

This power extends to times when staff are lawfully in charge of children but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, children may get anxious or agitated and strategies used to help children calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the child's own safety, the safety of other children and staff, or to ensure that property is not seriously damaged.

All incidents where children need to be held to help them to calm down will be recorded in the bound and numbered book, any and parents will be informed as a matter of course.

Key members of staff have restraint training, and they should be called upon in the event of a child needing to be restrained. However, this may not always be feasible in all situations.

Positive Handling Plans and Risk Assessments are in place for identified children where necessary and these are to be signed by parents / carers and all adults working with the child within the school.

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

Alternatives to 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 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.

Members of staff will always attempt alternatives to physical interventions to reduce the likelihood of situations arising where physical intervention may be required. This includes:

- 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.

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

All physical interventions at the school are conducted within a framework of positive behaviour management. The School's 'Positive Relationships and Behaviour 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.

Positive Support 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 Support Plans developed in consultation with the school, Parents/ Carers, and the student.

Positive Support 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)

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.

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 Head teacher 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
- Positive Relationships and Behaviour 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

<p>Level 4 highest needs, those with high needs funding, those with EHCP/statements, CLA, those with physical disability – all funded children</p>	<p>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.</p>	<p>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</p>	<p>Level 1 children on watch/concern, additional needs maybe not SEND e.g. Medical – diabetes, anxiety, mental health, family concerns, attendance/lateness</p>
<p>Questions/comments</p>			

Appendix Two: stages of identification descriptions

Taken from our School's SEN report.

For all children at KPIA, progress is reviewed via termly parent's evenings and written reports at the end of the academic year. Children who may be placed on our SEN register will additionally have progress reviewed through their termly learning plan updates. Staff at KPIA will share learning plans and progress made during their parent consultations before continuing the cycle of assess, plan, do, review. Where children may have a diagnosis of need but do not require high levels of support, a learning plan may not be necessary.



Children in KS1 follow our yearly PIXL assessment plan to assess progress in relation to their stage of development. Where specialist assessment is required, evidence of need will be gathered and referrals made to outside agencies, including:

- Educational Psychology
- Specialist Support Service
- NHS Speech and language
- Community Paediatrics
- CAMHS
- The school nursing service
- Other key agencies accessed via the referral management centre

Where concerns, observations and assessment meet the criteria for an EHCP assessment, evidence is collated in partnership with staff, the family, the child and the Behaviour Lead. This may lead to Strengths and Difficulties (SDQ) and or Boxall assessments being completed. EHC applications are submitted by the schools SENCOs. All work with specialist professionals is agreed in advance with parents and where full assessments have taken place reports and next steps are discussed in formal meetings.

Annual reviews are held for EHCP children as per the guidelines and dates placed by North Northamptonshire County Council.

Appendix 3: Positive Support Plan

		Pupil: Positive Support Plan			
Name		Dob		Date	
Contextual information: Triggers /Behaviours / Situations likely to result in Physical Intervention: <i>What is the behaviour like? When does it occur? Where does it occur?</i> Behaviour: When: Where:					
Diversion / Distraction / D-escalation Strategies to be used (where possible before physical intervention)					
Chill out time	Distraction I can see that you are....let's do... I wonder if you can....	State alternatives/ consequences choices/limits	Praise partial compliance Well done you have... You have made a good choice...		
Give space	Reassure/success reminder	Other staff intervene	Repeat request		
Talk calmly	Give a count	Planned ignoring <i>Unless doing something which might be dangerous</i>	Remove stimulus		
Verbal advice support	Negotiation	Contingent touch	Humour		
Preferred Handling Strategies to be used:					
Friendly Hold (arm around shoulder)		Holding of hand at the joint by the wrist and the other hand at the top of the arm.			
Walking		Holding hand at the joint by the wrist and the other arm behind the back to hold onto the top of the other arm.			
Other: For example, if is climbing – hands under armpits to help down. <i>Change to any Team Teach intervention if appropriate.</i>					
Other: Any physical intervention appropriate with level of the situation <i>Change to any Team Teach intervention if appropriate.</i>		<i>This may mean that staff will place their hands on’s arms, back, legs in order to keep him safe.</i>			
Adult verbal instructions / scripted language to be used:					
De-briefing process following incident: What care is to be provided, space, talk through etc. Member of SLT to talk through the incident with– use a restorative approach to give a chance to talk through the incident and to be able to understand actions.					
Signatures Child (Where appropriate) Parent/Guardian Teacher: Head teacher Date Review date					