




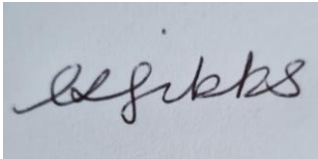
## Inclusion Policy

Date: September 2025

Review date: September 2027

Signed:  (Chair of Governors)

Val Male

Signed:  (Headteacher)

Claire Gibbs



## **Rationale**

At Margaret Wix Primary School, our aim is for each individual in the school community, regardless of gender, race, culture, background, learning or physical disability to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.

In our school, we recognise that all children are individuals with their own strengths, weaknesses, gifts and talents. Within this range of individuality, there are children who are more able intellectually than others, and children who are particularly talented in specific areas of ability. Just as we need a policy for provision for children with special educational needs, so we need a policy for provision for children at the upper end of the ability range, who have their own special needs. This policy encompasses all learners within our school. We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education, which challenges, motivates and rewards them, so that they can each fulfill their individual potential.

We believe that educational inclusion is about equal opportunities for all learners. We pay particular attention to the provision for and the achievement of different groups of learners:

- black, minority and ethnic groups
- gypsy, travellers, asylum seekers and refugee groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are physically disabled
- those who are gifted and talented
- those who are 'looked after' by the local authority or under 'Special Guardianship Orders'
- others such as those who have complex health needs; those who are young carers and those who are in families experiencing stress or in vulnerable situations
- any learners who are at risk of disaffection and exclusion

At Margaret Wix Primary School we aim to identify individual needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having special educational needs or as being gifted and talented as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

## **Co-ordination**

Mrs Campbell-Pugh is our school SENCO.

She has the responsibilities to:

- set up and maintain the most able register and the register for children with Special Educational Needs
- monitor progress of those on the register
- liaise with class teachers to support provision for children on the most able and Special Educational Needs register
- research resources suitable for these pupils, and generally support staff in providing for these pupils
- develop a resource bank as funds allow
- keep themselves up to date with developments in this field
- attend parent meetings in conjunction with the class teacher where appropriate eg. APDR reviews, Annual Reviews, Parent Consultations.
- Oversee and manage the SRP (Specialist Resource Provision)

The SEN Governor is Val Male. The SENCO will communicate termly with the SEN Governor to discuss Inclusion concerns.

## **Arrangements for coordinating SEN provision**

1. The SENCO will meet with each class teacher regularly to discuss additional needs, concerns and to review "Assess Plan Do Review" (APDR) targets.
2. At other times, the SENCO will be alerted to newly arising concerns through the schools concern form.
3. Targets arising from APDR meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, class visual timetables.
4. The SENCO monitors the quality and effectiveness of provision for pupils with SEN through normal practices such as classroom observation and data analysis.
5. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by TAs throughout the school. The provision maps are reviewed at least termly by the teachers.
6. Support staff, class teachers, the SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
7. Co-production- meeting with parents and carers.

## **Arrangements for coordinating provision for children who are more able**

1. Monitoring of more able children will be the responsibility of the class teacher and the SENCO.

2. The progress of more able children will be discussed at pupil progress meetings and the Senior Leadership Team when they are a focus group.
3. In lessons, children identified as being more able will be challenged by the work/activities set.
5. Children identified as being more able will respond to the challenges by achieving at high levels.

### **Parental Involvement for children on Special Educational Needs register**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the SENCO to meet all parents/ carers whose children are being recorded as having additional needs. The class teacher will attend this meeting if appropriate. Mrs Campbell-Pugh offers an open door policy and can be contacted at any point to discuss any concerns you might have in terms of your child's development.

If a child needs Assess Plan Do Review targets then appointments will be made for the parents/ carers to meet with the class teacher. In this meeting targets will be shared and discussed considering pupil voice and parents / carers views. All stakeholders will be involved in the APDR meetings. The APDR meetings will happen once a term and all targets will be reviewed with the class teacher, parents and child. If required, the SENCO will also attend the meeting.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.

All plans and reviews will be copied and given to parents/carers.

There will be opportunities for parents to attend parenting courses.

### **Differentiated Curriculum Provision for children on the register for Special Educational Needs and identified as More Able.**

To reach their maximum potential a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning intentions, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention.

### **Monitoring of children on Special Educational Needs register**

APDRs will be reviewed three times a year. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school staff, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case the level of intervention may be increased.

### **School request for an Education, Health and Care Plan**

For a child who is not making adequate progress or who has significant special needs, and in agreement with the parents/carers, the school may request the LA to make an assessment in order to determine whether it is necessary to make an Education, Health and Care Needs Assessment (EHCNA).

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education, Health and Care Plan (EHCP) and Banding Funding**

If the decision to make an EHCNA application is made the school staff and parents/carers will need to complete a lengthy paperwork process prior to submitting to the LA. If an EHCP is granted then there will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or school placement.

From November 2020, all children with an EHCP will be allocated funding against the 'banding tool' to see if additional funds can be provided to meet the needs of the child..

Funding for a specified child is made separately through the Local High Needs Funding (LHNF) Panel. This panel meets monthly. This funding is not linked to the EHCP and can be used to meet a child's needs without needing an EHCP.

### **The School's Arrangements for SEN and Inclusion In-Service Training**

The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion both locally and nationally.

In-house additional needs and Inclusion training is provided through staff meetings by the SENCO and other invited professionals.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

### **External Support Services**

The SENCO liaises frequently with a number of other outside agencies, for example:

The Educational Psychologist	Links	Outreach	support
Social Services	Physiotherapy		
School Nurse	Occupational Therapy		
Autism Advisory Service	KidsHub		
Community Pediatrician	Visual and Hearing Impairment Teams		
Speech and Language Therapy	Down Syndrome Advisory Teachers		

Parents/carers are informed before any outside agency is involved and often written or verbal consent will be sought.

Ideas and materials for supporting learning at home will be discussed with parents and distributed on request.

Parents' evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request with either the class teacher or the SENCO.

### **Complaints**

If you are concerned about anything to do with your child's education please initially see the class teacher to discuss your concerns. If you are still not happy please make an appointment to see Mrs Campbell-Pugh (SENCO).

If you still unhappy a copy of the school's complaints procedure can be found on the [website](#).