

Inclusion Policy

Waltham St Lawrence Primary School



Governors' Committee Responsible	Full Governing Board
Status	Statutory
Review Cycle	Annual
Date Written/Last Review	November 2025
Date of Next Review	November 2026

Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

INCLUSION POLICY

Inclusion Coordinator: Cheklsea Painter
Inclusion Governor: Kate Wilsdon

Our Mission Statement:

To provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

Our Motto:

Together we Inspire and Achieve

Waltham St Lawrence Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer an ambitious, broad and balanced curriculum and have high expectations of all children.

The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Waltham St Lawrence Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. It sets out how our school provides an education which is inclusive and responsive to individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This policy is written to comply with the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 2014: 0 to 25 years [<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>].

Related material includes the Royal Borough of Windsor and Maidenhead Local Offer for SEN:

https://www3.rbwm.gov.uk/info/200150/family_support/372/children_and_young_people_disability_service/8

All of our school policies are interlinked and should be read and informed by all other policies. In particular, this Inclusion Policy is linked to the Big Think Values programme, Behaviour, Anti-Bullying, Anti-Bullying Charter, Assessment, Teaching and Learning and Equalities Policy, which are also on our school website.

Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We believe each one of us is special; each one of us is unique. We aim to ensure that pupils with special educational needs and disabilities are perceived positively by all members of the school community and we aim to enable all pupils to leave secondary ready and at the expected standard. This means that equality of opportunity must be a reality for our children. Through our inclusive practice we aim to create a learning environment where we:

- Demonstrate our belief that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and socioeconomic background.
- Pay particular attention to the provision for, and the achievement of, different groups of learners such as:
 - girls and boys
 - minority ethnic and faith groups, travellers,
 - learners who need support to learn English as an additional language (EAL)
 - learners with special educational needs
 - learners with disabilities
 - learners who have particular gifts and talents
 - learners who are looked after by the Local Authority
 - learners who are young carers, those who are in families that are under stress
 - learners who might be at risk of disaffection
- Recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, emotional wellbeing, age and maturity.
- Identify needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Our Special Educational Needs /Inclusion Team

The Class Teacher is responsible for all children in their class. If a parent wishes to discuss their child's progress then an appointment is made with the Class Teacher. If the Class Teacher has concerns then the Inclusion Coordinator is informed.

Roles of the Governing Board

The Governing Board is responsible for establishing and maintaining this Inclusion Policy and for ensuring that it is followed. The Governing Board delegates authority to the Head Teacher to implement the Inclusion Policy on its behalf. The Head Teacher is responsible for implementing the decisions of the Governing Board and for complying with this policy.

The Aim of Our Inclusion Policy

The purpose of our school's approach to INCLUSION is to raise the aspirations of, and expectations for, all pupils with SEND. We aim to provide a focus on pupil outcomes. We do this by applying the principles that underlie our INCLUSION policy. These are:

- a) To provide full access to the curriculum through differentiated planning by class teachers, the Inclusion Coordinator and support staff as appropriate.
- b) To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- c) To enable all pupils to leave us secondary school ready in the basic skills of literacy, numeracy and social independence.
- d) To continually monitor the progress of all pupils, to identify and respond to needs as they arise and diminish, and provide support as early as possible
- e) To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers, and discrimination and prejudice are eliminated
- f) To ensure that we are able to meet the needs of as wide a range as possible of pupils who live in our local area
- g) To involve parents at every stage in plans to meet their child's additional needs
- h) To involve the pupils themselves in planning and in any decision making that affects them
- i) To allocate sufficient resources to adequately cater for the needs of pupils with INCLUSION
- j) To provide high quality SEND training and professional development for all staff where necessary

What are Special Educational Needs?

The Code of Practice (2015) states that a pupil has a SEND when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

The SEND Code of Practice identifies four broad areas of need:

- **Communication and interaction** (including speech, language and communication needs (SLCN) and

Asperger's Syndrome and Autism Spectrum Condition (ASC).

- **Cognition and Learning** (including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- **Sensory and/or physical needs** (including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD))
- **Social, emotional and mental health difficulties**

The introduction of the Government's new Special Educational Needs and Disability Code of Practice (2015) means that no more Statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHCPs), which can be used to support children from birth to 25 years.

School Action and School Action Plus have been replaced by one school-based category of need known as 'Special Educational Needs Support' (K). All children are closely monitored and their progress tracked each term. Those with SEND Support are additionally tracked by the Inclusion Coordinator.

Identifying Children with SEND

At Waltham St Lawrence Primary School we identify the needs of our pupils by considering the needs of the whole child, not just special educational needs. All children benefit from Quality First Teaching: this means that the school expects all teachers to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition we implement some focused interventions to target particular skills.

We regularly observe, assess and record the progress of all pupils termly (x6) and this is used to identify pupils who are not progressing adequately and who may have additional needs. The following information is collected and considered:

- a) Concerns being raised by parents/ carers, external agencies, teachers or the child's previous school, regarding a pupil's level of progress or inclusion
- b) Baseline Assessment results
- c) Termly assessments (x6) against objectives to assess achievement and attainment
- d) Progress tracking measured against English and Maths objectives
- e) National Curriculum expectations for the end of a key stage
- f) Observations of behavioural and emotional and social development
- g) Assessments by a specialised service, such as Education Psychology, Sensory Consortium, Occupational Therapy, Language Impairment Team (etc.)

Children with SEND are identified by using the above assessment routes and through observation of the pupil indicating that they have additional needs in one or more of the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

These are part of the overall approach to monitoring progress of all pupils. The progress of every child is monitored at Pupil Progress Meetings between teachers and the Strategic Leadership Team (SLT). Where children are identified as not making adequate progress an 'Initial Concerns Form' is completed and a plan of action is agreed with the Inclusion Coordinator and SLT.

Identification of Special Educational Needs

Class Teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to diminish the attainment difference between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all such requests seriously and investigate them all.

Frequently, matters of concern can be addressed by our Class Teachers or with some extra parental support. At this stage the child may be placed on the "monitoring" list by the Class Teacher and Inclusion Co-ordinator.

Otherwise, the child **may be** placed on our INCLUSION/SEND register and an individual 'Teaching and Learning Support Plan' is set up for them.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

At Waltham St Lawrence Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Working with Parents/Carers and Children

Staff and parents work together to support pupils identified as having additional needs. Parents are involved at all stages of the education planning process. The school acknowledges the parents/carers rights to have their wishes take into account concerning special needs provision and to have access to all written reports etc. about their child.

- If parents have a concern relating to their child's learning, then they are to initially discuss these with their child's Class Teacher. This then may result in a referral to the school Inclusion Co-ordinator.
- Parents may also contact the Inclusion Co-ordinator or the **Headteacher** directly if they feel this is more appropriate.
- All parents will be listened to. Their views and the aspirations for their child will be central to the assessment and provision that is provided by the school.

If a child is experiencing difficulties, parents are informed either at Parents' Evenings / meetings or during informal meetings to discuss their child's progress. Where we make suggestions as to how parents can help at home, these are specific and achievable and our aim is that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Once a child has been identified as having SEND, the Class Teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on our INCLUSION/SEND register
- discuss assessments that have been completed
- together agree a 'Teaching and Learning Support Plan' including provision for the **academic year** and timely review dates.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

1. **Assess:** Data on the pupil held by the school will be collated by the Class Teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improved outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence based interventions will be identified, recorded and implemented by the class teacher with advice from the Inclusion Co-ordinator.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the Class Teacher, parents and the pupil.

Support for children's Personal Development, Behaviour and Welfare

The school offers a wide variety of pastoral support for pupils which include:

- The Big Think Values Programme and Personal, Social, Health and Economic (PSHE) curriculum which aims to provide pupils with the knowledge, understanding and skills that they need to enhance their emotional and social knowledge and well-being.
- One to one or small group interventions to support pupil's well-being are delivered to selected pupils to improve interaction skills, emotional resilience and well-being and mental health through Healthy School Status programme.
- The school has trained Emotional Literacy Support Assistants (ELSA) to deliver targeted support to

individual pupils on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.

Pupils with Medical Needs (Statutory Duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate with the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to RBWM/AfC Inclusion Charter, RBWM policy and Department of Education (DfE) guidelines included within *Supporting pupils at schools with medical conditions* (DfE) 2014 and identified in the school Supporting Pupils with Medical conditions/Needs policy.

Preparing for Transition

Transition is ever present in our planning for pupils as we are aware of the skills pupils will need in order to access the next part of their learning. When that learning is to take place in a new setting or phase, transition planning for this is a key task.

We help to prepare all pupils for the next stage in their learning by:

- visits to the new class/setting
- introducing new teachers, teaching assistants and settings in a gradual and planned way
- Pupils are invited to write their individual 'Passport to Success' for the next phase and any new learning skills required are planned for in transition meetings.

For pupils with special educational needs we bring all parties together at a meeting to plan future actions and to ensure the new school year overlaps with measures currently in place.

Managing Pupils' Needs on the INCLUSION/SEND Register

The support available to a child with SEND will depend on the nature of the child's needs and difficulties with learning. We have a three-tiered approach to INCLUSION provision:

1. **Universal** – this is the outstanding teaching your child will receive from her/his Class Teacher and may include some very minor adaptations to match learning needs.
2. **Targeted** – it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) assessing your child's needs; b) planning the most effective and appropriate intervention; c) providing this intervention; and d) reviewing the impact on your child's progress towards individual learning outcomes.
3. **Specific** – targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular school curriculum. You will be kept informed of your child's progress towards learning outcomes.
4. **Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

The current interventions provided at Waltham St Lawrence Primary School include: Social and Emotional Development, Speech and Language, Reading, Writing, Mathematics, Precision Teaching and Fine and Gross Motor Skills including Sensory Circuits.

Once a child has been identified as needing SEND support the following paperwork is completed:

- The child is placed on our INCLUSION/SEND register.
- A Teaching and Learning Support Plan is created in collaboration with the pupil, parents, Inclusion Coordinator, teaching staff and relevant external professionals. The plan records SMART (Specific, Measurable, Achievable, Realistic and Timely) targets, based on the needs of the child.
- A pupil 'All About Me' sheet may be completed with the child and parent/carer. This records the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve.

- At least **twice each academic year**, parents/carers are invited to consider and discuss progress against the SEND Teaching and Learning Support Plan targets. Agreed next steps are recorded towards the longer term targets.

The child's views will always be ascertained, but this may not be through direct discussion with the child. Children will be enabled or encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Multi-Agency assessment and planning is co-ordinated by the Inclusion Coordinator and is used to aid the developments of the SEND Teaching and Learning Support Plan. At Waltham St Lawrence Primary School, all staff aim to work collaboratively to implement SEND Teaching and Learning Support or Education, Health and Care provision and to monitor the effect that the SEND Teaching and Learning Support Plan is having on the pupil's attainment and wellbeing.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support through SEND Support, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHC Plan if:

- The child has a lifelong disability, and which means that they will always need support to learn effectively
- The child's achievements are significantly below their peers and barriers to learning remain.

Having a diagnosis (e.g. of ASC, ADHD or Dyslexia) does not automatically mean that a child needs an EHC Plan. Parents can also make their own EHCP application for an EHCP

If the request for application for an EHCP is successful, the Local Authority will coordinate the collection of reports and information from the child, parents, school and all relevant Health or Social Care professionals. The LA will then produce a draft EHC Plan to be agreed by the parents.

Staff Training and Development

The Inclusion Coordinator attends regular Local Authority meetings as well as external training to ensure that they have up-to-date knowledge of current legislation, guidance and best practice.

Additional training needs for staff is ongoing and delivered through staff meetings. 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/subject level.

Support staff are encouraged to extend their own professional development and the Inclusion Coordinator will ensure tailor-made training where appropriate.

Partnerships

Where necessary, we will involve support agencies in assessing and helping our pupils. This will only be undertaken after parental permission has been obtained. These may include: Educational Welfare Service, Educational Psychologist, SHINE, School Nursing Team, Early Help, Child Adolescent and Family Services (CAMHs), Multi Agency Support Hub (MASH); this team unifies the Social Care, NHS Speech and Language Therapy, and Occupational Therapy and Behaviour Support Service. We will also seek staff training from specialist agencies when possible.

Social and Emotional Development of Our Pupils

At Waltham St Lawrence Primary School we have one Emotional Literacy Support Assistant (ELSA) to run bespoke interventions with individuals and small groups.

We are aware that nationally for children and young people with SEND bullying can be a major issue. We use programmes and strategies such as: 'Social Skills', 'Friendships', 'Circle of Friends', 'Friends for Life', 'Peer Mediation' and 'Playground Leaders' to teach responsible and caring attitudes.

Any incidents of bullying are taken very seriously, we have a successful whole school approach using our Anti-Bullying Charter and **all incidents are recorded using CPOMS**.

Accessibility Plan

The buildings on the school site were designed and built long before the existence of the Disability Discrimination Act (DDA 1995) legislation. Since the introduction of the legislation any additions or major modifications to the existing buildings incorporate arrangements for physical access. An annual audit is carried out by the School Bursar, Headteacher and Inclusion Coordinator. Any modifications to improve physical access/other requirements are added to the accessibility plan.

Review and Development

Waltham St Lawrence Primary School is committed to equality of opportunity and as such we will conduct regular reviews of our Accessibility Policy in order to consistently improve our educational offer to all our pupils. We realise the importance of an Annual Review to reflect changing needs. We will invite Inclusion Governor and the Local Authority's Health and Safety Officer to conduct a regular audit of our provision. The information from audits will be analysed by the Head Teacher and Governing Board. Further action points to improve accessibility will be built into the Accessibility Plan as part of School Improvement Plan as appropriate.

Arrangements for Handling Complaints about SEND/Inclusion Provision

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the Class Teacher.

Policy Review

This Inclusion Policy will be reviewed and approved annually with the Governing Board unless circumstances change before the review date.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010