OWNER: ANNA GRANT
DATE OF ISSUE/LAST REVIEW: NOV 2026
REVIEW DATE: NOV 2027

INCLUSION POLICY

RATIONALE

Park House English School (PHES) is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. As our PRIDE values, mission and vision guiding statements are integral factors of designing our educational programmes, all children share a common entitlement to a broad and balanced curriculum which meets their emotional, social, physical and learning needs. We are committed to giving all of our students every opportunity to achieve the highest of standards.

We recognise and value 'difference' and understand that diversity is a strength which should be respected and celebrated by all stakeholders. Appreciating the linguistic and cultural diversity of the school's population, PHES strives to develop global citizens and international understanding by providing curricular and extracurricular activities that encourage participating in multicultural experiences, to make the most of the advantages offered by our multicultural school community. We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life.

This Inclusion Policy is an overarching policy that supports the vision and aims of the school. It underpins all our school policies but the following are the integral part of this Inclusion Policy:

- SEND Code of Conduct
- Language/EAL Policy
- Teaching and Learning Policy
- Curriculum Policy
- Admissions Policy
- Assessment Policy

AIMS AND OBJECTIVES

All students, with and without SEND, benefit from the Inclusive setting. They are encouraged and supported to become lifelong learners through accessing opportunities within their education.

We aim to ensure:

- equality and opportunity for all our pupils in all areas of school life;
- that all students have access to high quality inclusive teaching and the necessary support to enable them to become successful learners;
- that there is early and accurate identification of additional needs to ensure that the correct support is in place for students experiencing barriers to learning;
- that students have access to high quality intervention programs when it is identified that they have needs that require provision that is additional to or different from their peers

- that individual strengths are recognised and all pupils make best possible progress;
- that all staff are aware of the systems and procedures in place within the school in order that all students have the opportunity to make progress;
- that all students have the opportunity to learn in common learning environment alongside their peers
- that systems are in place to enable all stakeholders to work in partnership and collaborate effectively
- that teaching staff working with the students receive the ongoing professional development and support needed in order to develop the knowledge, skills and confidence required to meet the needs of all of their students

PROCEDURES

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

- Do our students achieve their best?
- Are there differences in the achievement of different groups of students?
- What are we doing for those students who we know are not achieving their best?
- Are our actions effective?
- Are we successful in preparing our students to face the challenges of the future?

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all students in their class and ensure that all students:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- develop resilience in the face of challenge and see 'failure's as part of their learning journey
- experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of learning styles;
- have challenging targets that enable them to succeed and be better prepared for their future;
- participate fully, regardless of disabilities or medical need;

Extra-curricular provision, including after-school clubs, workshops, concerts, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Individual planning may include making provision to meet individual needs, for example, ensuring that promising musician can access the necessary clubs/participate in available events. Whole school planning will include providing activities to promote global citizenship, celebrate diversity and meet the needs of different groups within the school.

As part of high quality teaching, all teachers constantly assess every child's attainment and progress (see Assessment Policy). When students are identified as having additional learning needs such as SEND, the following procedures are in place (see appendices 3 and 4).

Parental Engagement and External Assessments.

- The school will always endeavour to support children through quality first teaching and appropriate internal interventions.
- Where significant concerns remain, the school may recommend external assessments to better understand a child's needs. The school then expects parents or third parties to share any reports with us.
- Parents are expected to engage with recommendations and work in partnership with the school.
- Where parents decline or do not engage with recommended assessments, this may limit the school's ability to fully understand the child's needs and implement specialist recommendations.
- The school will continue to provide appropriate support within its resources and expertise but may need to review whether it can adequately meet the child's needs.

PROCEDURES FOR ADDITIONAL LEARNING NEEDS

Definition of SEN taken from the SEND Code of Practice 2015:
'A pupil has SEN where 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.'

This difficulty or disability can be any of the four areas of need as identified in the SEND Code of Practice 2015:

i. communication and interaction;
ii. cognition and learning;
iii. social, emotional and mental health;
iv. sensory and/or physical difficulties

1. Graduated Approach to Identifying and Supporting Pupils with SEND

PHES follows a four part 'graduated approach' based on the principles of 'Assess, Plan, Do, Review' as detailed in the SEND Code of Practice (2015). In essence, this approach comprises of four cyclical stages of identifying, planning, implementing and reviewing learning outcomes to help meet pupil needs and ensure their progress.

• **Assess** - assessment is part of an ongoing process throughout the year and takes places in lessons, reviews, pupil progress meetings and through timed and/or summative assessment. In terms of the graduated approach, it involves clearly analysing a student's needs using class assessment, observations, comparison with peers and national data. Pupils who are not making expected progress will be referred to the Inclusion Department.

• **Plan** - The step after the 'assessment phase' is planning, starting with differentiation in class. Targeted support from the Inclusion Department may follow but this should be brought in alongside quality first teaching and is never viewed as a substitute for it. In providing this support, the school follows the 'Waves of Intervention' model.

• **Do** - this phase involves the day-to-day teaching, preparation and assessment for the pupil. The class teacher remains responsible for working with the student on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching. The Head Inclusion at this point may be involved in further assessment of a child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

• **Review** - the review process evaluates the impact and quality of the support and interventions. It takes account of the views of the student and their parents. The class teacher, in conjunction with the Inclusion Coordinator, revises the support and outcomes based on the student's progress and development making any necessary amendments to their provision maps going forward, in consultation with parents and the student. The review will take place every term or half-term depending on recommendations and needs of individual students.

During the initial assessment a decision will be made as to the category of need and the level of provision required. This level is continuously monitored, revisited, refined and revised through the four part cycle. This leads to a growing understanding of a student's needs and ensures that the type of provision in place is the most appropriate for securing progress and moving towards independence in learning.



Fig 1. Graduated Approach

2. Levels of provision- 'Waves of Intervention'

There are three levels of provision:

• Wave 1: high quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through inclusive classroom practice.

• Wave 2: one-to-one or 'small group support' and/or curriculum differentiation to enable a student with identified needs to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. This will normally take place within the common learning environment, but may include short term, time limited intervention programmes. Critically, intervention support needs to help students apply their learning in mainstream lessons.

• Wave 3: individual educational plans for students (IEPs) who have been identified with physical, mental, intellectual or sensory barriers that are preventing the student from achieving age-related expectations and/or achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school. It is likely to include the use of specialist approaches, intervention and/or support services. This may also include the need to have the support of an additional adult within the classroom – a Learning Support Assistant.

3. Roles and responsibilities within the school

At the heart of all of our work is the student. As an inclusive school, all stakeholders are responsible for supporting the needs of all students.

Students and families

We seek to fully involve our students and their families in identifying and seeking solutions to address their own barriers to learning. As students get older, they are encouraged to take on more responsibility formally contribute to their Individual Education Plans (IEPs) and take an active role in target setting wherever possible. We believe that student voice and a personal understanding of one's own strengths and challenges and the confidence to self-advocate are essential independence skills that will be necessary in adult life.

Teachers

Class/subject teachers are responsible for the learning, progress and outcomes for all of the students in their class. In addition, in the primary section, class teachers take a lead role in the Team around the Child meeting.

Teaching Assistants

Teaching Assistants play an important role in enabling students to move towards independence whilst being supported to access the learning in the mainstream classroom. Their role is to work in collaboration with classroom teachers so that targeted students of can be successfully included in the mainstream classroom while at the same time developing the skills needed to be able to access the learning independently.

Learning Support Assistants

Learning Support Assistants (LSA) are teaching assistants with a specialist knowledge of working with SEND students. They work with individual, or groups of students to implement interventions to accelerate progress. This may take place within the classroom or a separate setting.

Head of Inclusion

The Head of Inclusion is the lead on promoting and establishing an inclusive ethos throughout the school. This involves effectively communicating a clear vision of inclusion and working with all stakeholders to turn this vision into practice. Key to this is role is supporting teaching staff to develop their own professional expertise in order to ensure that inclusive approaches to education are embedded in classroom practice.

EVALUATION

APPENDICES

App. 1 - SEND Code of Conduct; DfE 2015; last updated 30 April 2020, accessed on 9 August 2022
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

App. 2 - Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4; UN Education 2030, accessed on 9 August 2022
https://sdgs.un.org/goals/goal4

App. 3 SEND CODE OF CONDUCT

App. 4 Procedure for Referring a Child to the Inclusion Department

App. 5 Inclusion/SEN Referral Form

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SEND CODE OF CONDUCT

Graduated Approach to Identifying and Supporting Pupils with SEND

We will follow a four part 'graduated approach' to identifying and supporting pupils with SEND based on the principles of 'Assess, Plan, Do, Review' as detailed in the SEND Code of Practice (2015).

Assess

- "In identifying a child as needing SEN support the class or subject teacher working with the SENCO, should establish a clear analysis of the pupil's needs." (Code of Practice 2015).
- **Assessment is part of an ongoing process.** Pupils who are **not making expected progress** will be referred to the Inclusion Department. Head of Inclusion may arrange to carry out more standardised assessments.

*Initial Inclusion Referral form followed by in-class observations and internal assessments

Plan

- "High–quality teaching, differentiated for individual pupils is the first step in responding to pupils who have SEN." (Code of Practice 2015).
- "Teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development of behaviour, along with a clear date for review." (Code of Practice 2015). (app. 8 weeks)
- "The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher." (Code of Practice 2015)

The step after the 'assessment phase' is planning (Head of Inclusion and/or Learning Support Assistants support the class or subject teacher in problem solving and advising on the effective implementation of support).

Do

- involves the day-to-day teaching, preparation and assessment for the pupil
- the class teacher remains responsible for working with the student on a day-to-day basis (T/LA support)
- the interventions may involve group or one-to-one teaching (T/LA) – planned and delivered consistently
- The Head of Inclusion at this point may be involved in further assessment of a child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

*CPD/resources/intervention programmes tbc and discussed in staff meetings and with the class teachers/LAs

*SEN Strategy Bank and Help Sheets saved in Inclusion Folder in Cubs Growl (Inclusion Folder- 3. Resources)

Review (half-termly/termly)

- evaluating the impact and quality of the support and interventions
- taking account of the views of the student and their parents
- the class teacher, in conjunction with the Head of Inclusion, revises the support and outcomes based on the student's progress and development making any necessary amendments to their provision maps going forward, in consultation with parents and the student.

* for pupils with IEP, 'team around the child' meets to review and plan next steps

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App. 4 **Procedure for Referring a Child to Inclusion Department**

- At the beginning of the year, identify any children that you have concerns about. Familiarise yourself with the transition forms and Inclusion Register in '**Cubs Growl'** for your class as this will have any learning support history or concerns.
- Complete the **Learning Support Audit (Principle Areas of Needs)** for your class in the first month of Term 1.
- Look at appropriate differentiation within the classroom: 'Wave 1 and 2' strategies to be implemented by Class Teacher and LA's within the classroom liaising with the Inclusion Department. Create Provision Map for your class (support and interventions).
- Discuss concerns with Year Leader.
- If appropriate, gather feedback from specialists.

Do you require further support from the Inclusion Department?

YES

- Complete **Initial Inclusion Referral Form on Engage** addressing your concerns (brief)
- Inform parents about your concerns.
- Head of Inclusion to arrange in class observation.

NO

- Continue to implement Wave 1 and 2 strategies within the class, liaising with LAs and LSA as necessary
- Monitor pupil progress

- Complete Inclusion/SEN Referral Form (detailed)
- In-house assessments to be carried out (CATs, SNAPs,)
- Strategies/intervention to be implemented and shared with Class Teacher, LSAs, LAs and parents.

Does the pupil require a specific intervention?

YES

- Letters to be sent to parents regarding intervention.
- Wave 3 intervention to be implemented by LSAs after consultation with Head of Inclusion/Class Teacher.

NO

- Continue to implement Wave 1 and 2 strategies within the class (liaising with LSAs as necessary).
- Monitor pupil progress.

Head of Inclusion may advise parents to obtain assessment from an outside agency.

Inclusion/SEN referral form PRIMARY		
Pupil name:		**Class/Year:**
Teacher name:		**Date of referral:**
Areas of concern *(tick the relevant boxes)*	Other *(please specify)*	
☐ General learning difficulties	☐ Communication and interaction	☐ Emotional, social and mental health
☐ Specific learning difficulties (e.g. dyslexia)	☐ Speech and language	☐ Physical (gross/fine motor skills, visual or hearing impairment)
What difficulties does the pupil have accessing the curriculum?		
*Score the **impact** on the pupil's **behaviour** and **learning** out of 10, with 10 being the most impact and 1 being the least impact.* **Impact:** _____/10	*Score the **urgency** of the referral out of 10, with 10 being most urgent and 1 being least urgent.* **Urgency:** _____/10	
What support has already been put in place?	**Impact of support**	
What next steps would you like to see?		
Any further comments?		
Attached documents *(tick the relevant boxes)* ☐ Pupil information ☐ Teacher-parent / teacher-child discussion notes	☐ Teacher / Head of Inclusion discussion notes ☐ Data tracking of progress ☐ Other observations (including teaching assistant observations)	