



Three Bridges Primary School

Inclusion

Policy

Approval Date: January 2018

Review Date: June 2026

Headteacher: 

At Three Bridges Primary School, we are committed to removing any barriers which could impede learning, development, continuity and participation in our school.

We monitor the progress of all pupils, and pay particular attention to the provision for and achievement of different groups of children, including:

- Girls and boys,
- Minority ethnic and faith groups, travelers, asylum seekers and refugees,
- Children who have English as an additional language (EAL),
- Children who are from an ethnic minority,
- Children with Special Educational Needs and Disabilities (SEND),
- Children who are gifted and talented (G&T),
- Children who are looked after by the local authority,
- Others such as those who are sick; those who are young carers; those who are in families under stress,
- Any children who are at risk of disaffection and exclusion.

1. SPECIAL EDUCATIONAL NEEDS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

We define SEN in the following way:

- A significantly greater difficulty in learning than the majority of children of the same age,
- A disability or physical impairment which prevents or hinders children from learning,
- An emotional or behavioural difficulty that impedes the child's own learning, or that of other children.

All teachers are responsible for the progress and provision of every child in their class, including those with SEN.

We work in close partnership with parents/carers who play an active and valued role in their child's education.

We will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Identification & Assessment

Teachers, the Inclusion Managers or Special Support Centre (SSC) teacher may use observation, screening, appropriate test results and ongoing assessments to identify pupils with SEND and monitor progress. Other diagnostic testing may be undertaken by the Learning Behaviour Team, Autism and Social Communication Team, Speech and Language Therapy Team or an Educational Psychologist. The school uses early screening and assessments so that suitable interventions can be implemented.

Intervention is focused on ensuring that all children make at least **expected progress**. This can be defined in a number of ways and might be progress that:

- Closes the attainment gap between the child and their peers, prevents the attainment gap growing wider, is similar to that of peers from the same attainment baseline, but less than that of the majority of peers, matches or better the child's previous rate of progress, ensures access to the full curriculum, demonstrates an improvement in self-help, social or personal skills, demonstrates improvements in the child's behaviour.

Provision for children with SEND

At Three Bridges Primary School we use the 'Graduated Response Approach' as a monitoring tool to ensure that all pupils receive appropriate provision according to need. It can be used to:

- break down the three stages of provision (universal, targeted and identified SEND) to further refine the graduated approach;
- assess all pupils to ensure appropriate provision;
- check the accuracy of the school's SEND Register;
- outline and communicate expectations for different stages of provision;
- provide early intervention to prevent pupils from developing a special educational need;
- clarify provision where lack of progress for individual pupils is causing concern;
- ensure that additional support is time limited and rooted in a Cycle of Assess Plan Do Review, in line with the SEND Code of Practice;
- ensure that all pupils are monitored closely and no pupil 'falls through the net'.

Universal support is adapted and high- quality teaching is personalised. This will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional to or different from this. Targeted support catch-up is programmes for children who have fallen behind but do not have SEND, and identified support consists of short-term, focused interventions for children with SEND. Within the 'Graduated Response Approach' model we identify appropriate adaptations and interventions for our children. Identified support may be implemented by the class teacher, learning support assistant, SSC Teacher or the Inclusion Managers. Interventions are monitored to ensure effective provision.

Where a pupil is identified as having SEND, we will put special educational provision in place. This SEND support will take the form of a four-part cycle: assess, plan, do, review.

The initial triggers for intervention will be monitored by school staff, underpinned by evidence about a child who - despite receiving differentiated learning opportunities - makes:

- Little or no progress even when teaching targets a child's identified area of weakness,
- Shows signs of difficulty in developing in one or more curriculum areas,
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school (see Behaviour Policy),
- Has sensory or physical difficulties and continues to make little or no progress,
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

At this level children will be highlighted for group interventions through a provision map.

Following the APDR cycle if - despite receiving individualised support - the child:

- Continues to make little or no progress in specific areas over a long period,
- Continues working at National Curriculum levels substantially below that expected of children of a similar age,
- Continues to have difficulty in developing literacy and mathematics skills,
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme,
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service,
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The child will then have an Individual Learning Plan (ILP) or an Individual Behaviour Plan (IBP). Where necessary external support services will provide information for the child's new ILP/IBP. The new strategies within the ILP/IBP will, wherever possible, be implemented in the child's normal classroom setting.

Interventions may include the following:

- Adapted or different learning materials or special equipment,
- Some group or individual support,
- Access to LEA support services for one-off or occasional advice on strategies or equipment e.g. Consultation and Review Meeting (CARM) with Inclusion Managers,
- Assessment and intervention from outside agencies or other professionals (in consultation with parents).

Individual Learning Plans and Individual Behaviour Plans

Strategies to enable the child to progress will be recorded in an Individual Learning Plan (ILP). The ILP is a working document following the four-part cycle of Assess, Plan, Do, Review (or Graduated Response) which is co-constructed by class teachers, the Inclusion team, children and their parents. The ILP will identify some of the child's specific learning differences and identify strategies to accommodate them. Progress will be reviewed against individual baselines each term. The ILP will include:

- the high-quality teaching strategies to be used, which may take account of individual learning styles or strengths and weaknesses;
- the provision to be put in place;
- views of parents, carers and children;
- assessment data sections to provide quantitative baselines and progression;
- impact review section will provide qualitative assessment of strategies and provision;
- strengths and needs of the child.

Some children will have an Individual Behaviour Plan (IBP) or a therapeutic reflection chart if their needs are linked more closely to behaviour rather than learning. The IBPs may include the following areas:

- Proactive interventions to prevent risks
 - Early interventions to manage risks
 - Reactive interventions to respond to adverse outcomes (Fight/ Flight)
- ~ A copy of every ILP/IBP in each class must be kept by the class on the Shared Drive for them and their LSA to refer to.
- ~ One staff meeting is made available each term for assessing and reviewing the ILPs/ IBPs. Class teachers need to make sure that they have the necessary data to allow them to review their ILP/IBP, then pass them on to the SSC teachers/ Inclusion Manager as appropriate. The Inclusion Managers will then invite parents/carers in to discuss the ILP if they wish.
- ~ Occasionally the Inclusion Managers may ask the class teacher to review an ILP/IBP early, for example, if we need to discuss a child at a meeting or for an EHCP application.

When ILPs are written, we will make sure that:

- all provision and high-quality teaching strategies are included;
- they are used as active/working documents showing continuous evidence of annotated response to strategies and provision (formative assessment) to be summarised at the two subsequent review sessions (summative assessment);
- class teachers and the Inclusion Managers sign a copy of the ILP each time it is generated/ reviewed;
- parents and carers have an opportunity to contribute to the ILP each term;
- all parents/carers must receive a copy of each ILP as it is generated and reviewed throughout the year.

When IBPs are written, we ensure that:

- they follow the therapeutic thinking behaviour policy;
- they follow the agreed school format. Class teacher talks through the IBP with the parents;
- they follow the school's therapeutic policy;
- all parents, class teachers and the Inclusion Managers sign a copy of the new IBP and that this is then put in the child's folder;
- all parents are given a copy of the new IBP.

Education Health Care Plans (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHCNA (educational health care needs assessment) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. If the child continues to demonstrate significant cause for concern, a request for an Education Health Care Plan (EHCP) will be made to the Local Authority. A range of written evidence about the child will support the request.

Annual Review of an EHCP for Special Educational Needs and Disability

EHCPs are reviewed annually with the parents, the school, relevant professionals such as speech therapists, and the pupil where appropriate. Those involved will be invited to consider whether any amendments need to be made to the EHCP and discuss how the child is progressing with their targets.

2. SUPPORT FOR CHILDREN WITH EAL

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently,
- Use English as a means of learning across the curriculum,
- Where appropriate, make use of their knowledge of other languages.

Key Principles

- Language develops best when used in purposeful contexts across the curriculum,
- Effective use of language is crucial to the teaching and learning of every subject,
- Staff have a crucial role in modelling uses of language,
- All pupils have entitlement to the National Curriculum,
- A distinction is made between EAL and Special Educational Needs,
- Language is central to our identity. Therefore, staff need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills,
- Many concepts and skills depend on and benefit from well-developed home language and literacy which enhances subsequent acquisition of English,
- All languages, dialects, accents and cultures are equally valued and celebrated.

Teaching and Learning

- Classroom activities are carefully structured and focused to take account of the range of purposes and audiences,
- Classroom activities have clear learning objectives, and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL children have access to strong English language peer models. Children are supported by the EAL assistant where needed.

Strategies

- Additional adult support,
- Group work,
- Enhanced opportunities for speaking and listening,
- Effective role models of speaking, reading and writing,
- Additional verbal support-repetition, alternative phrasing, peer support,
- Additional visual support, e.g. use of widgeit, posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.,

- Bilingual resources, e.g. dictionaries, bilingual staff/pupils, texts,
- Opportunities for role play,
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts,
- Where possible, learning progression moves from concrete to abstract,
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, after school clubs, etc.
- Language of the term,
- Young Interpreters Scheme,
- Use of Bell Foundation strategies.

Planning, Monitoring and Evaluation

Information is gathered about:

- The pupils' linguistic background and competence in other languages,
- The pupils' previous educational and schooling experience,
- The pupils' family and biographical background.

The pupils' level of English is identified with reference to A Language in Common: Assessing English as an Additional Language. Staff regularly observe, assess and record information about pupils' developing use of language using the schools EAL/Black & Minority Ethnic pupils assessment records.

Assessment and Record Keeping

- Staff have regular liaison to discuss pupil progress, needs and targets,
- The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate,
- Assessment methods are checked for cultural bias, and action is taken to remove any bias that is identified,
- The school analyses EAL pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress,
- Pupil progress is recorded in the individual child's assessment booklet. It is also recorded on individual EAL assessment records for S & L, Reading and Writing until the children are working within N.C. KS1 level. Once children reach this level they continue to be monitored through assessment data and supported accordingly.
- Regular reviews of EAL pupils take place when a child is not meeting year group expectations using Bell Foundation descriptors.

Resources

- Resources on which Reading and Writing activities may be based are monitored for cultural accessibility,
- Displays and resources reflect linguistic and cultural diversity,
- Assessment materials use images and texts which are appropriate for all pupils

Parents/Carers and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of pupils new to the school and their families/carers,
- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links,
- We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters as appropriate,
- We aim to work closely with members of the wider community to support our EAL pupils.

3. ABLE PUPILS AND GIFTED AND TALENTED PUPILS

Definitions

Able pupils refer to pupils who are working or have the potential to work ahead of their peers. This term includes pupils who are able across the curriculum as well as those who are highly able in one or more particular areas.

Gifted and talented children are those whose abilities are very well developed or are a long way in advance of their peer group. These children will show a particular flair, talent or aptitude within one of the following areas:

- High intellectual ability (for example achieving above average in test results/ assessments),
- Physical talent,
- Mechanical ingenuity (D.T. or construction),
- Visual/performing talents (art, music, drama),
- Creativity (“what if..?” , imaginative thinking),
- Social/leadership skills.

Identification

- Information from data and teacher assessment - see assessment for learning policy,
- Use of open-ended investigations and creative activities,
- Provision of classroom activities to enable pupils to show skills and talents,
- Teacher observations and nomination,
- Information from parents (see parent consultation notes),
- Use of outside agencies e.g. Educational Psychologist, etc.

Provision

- Planning for challenge,
- Questioning techniques,
- Extension activities to encourage thinking at a higher level e.g. extension activities, games or puzzles,
- Clubs.

INCLUSION: Roles and Responsibilities

The Governing Body work together with the Senior Leadership Team to develop:

- The school's general policy and approach to provision for children with SEND,
- Ensure the appropriate staffing and funding arrangements and maintaining a general overview of the school's work,
- Monitoring the school's work on behalf of children with SEND. The Inclusion Governor undertakes this on behalf of the Full Governing Body.

The Headteacher: Roles and Responsibilities

- The day-to-day management of all aspects of the school's work, including provision for children with additional needs,
- Monitoring SEND within school,
- Keeping the governors and staff fully informed of issues and provision with regards to SEND,
- Ensuring the Inclusion Policy is implemented.

The Inclusion Managers: Roles and Responsibilities

- The day-to-day operation of the Inclusion Policy and for co-ordinating provision for pupils with SEND,
- Guiding the work of Learning Support Assistants and SSC staff through planned intervention in relation to targets identified on planning, through assessments, ILPs and IBPs,
- Helping to determine the strategic development of the Inclusion Policy with the Senior Leadership Team and governors,
- Advising and liaising with teaching and non-teaching colleagues,
- Contributing to INSET and keeping all staff informed of new developments or initiatives relating to children with additional needs,
- Liaison with outside agencies,
- Collation of documentation relating to pupils with additional needs,
- Monitoring SEND provision within classes,
- Co-ordinating the information required for EHCPs,
- Identification and co-ordination of CPD,
- Using Therapeutic Thinking to manage behavior,
- The designated link persons for all SEND, EAL and G&T children are Katy McCartney and Katrina Smallman, Assistant Headteachers for Inclusion.

Class Teachers: Roles and Responsibilities

The class teacher is responsible for the progress of every child in their class including those children with SEND.

- Ensuring they are aware of the school's Inclusion Policy,
- Following the agreed procedures with regards to identification, assessment and provision for pupils with additional needs,

- Meeting the needs of pupils with additional needs by differentiation or modification of the curriculum, the appropriate use and deployment of resources etc.,
- Keeping parents/carers informed of their child's progress, any concerns, and action to be taken,
- Informing colleagues and those concerned with the child, of any information imparted by the parents/carers pertaining to the child's progress,
- Writing, implementing and reviewing termly ILPs and IBPs in consultation with support staff as appropriate,
- Guiding the work of Learning Support Assistants through planned intervention in relation to targets identified on ILPs and IBPs,
- Providing reports to outside agencies as appropriate.

Learning Support Assistants: Roles and Responsibilities

- Ensuring they are aware of the school's Inclusion Policy,
- Supporting pupils, identified by the class teacher, with individual programmes designed to address ILP target and IBPs and access to the wider curriculum,
- Completing any appropriate records so that targets set can be accurately reviewed,
- Liaising with the class teacher.

ELSA/Learning mentor

- The Emotional Literacy Support Assistant (ELSA) and a Learning Mentor, both play key roles in supporting children's emotional well-being and academic development. They provide a nurturing environment that promotes both emotional health and academic success.
- The ELSA is trained to help children understand and manage their emotions, build resilience, and develop social skills through structured sessions. They work closely with students who may be experiencing emotional difficulties, such as anxiety, low self-esteem, or family issues.
- Learning Mentors focus on removing barriers to learning by offering one-on-one support, helping pupils improve their behaviour, confidence and engagement with school learning.

Alternative provision

This alternative provision, is to have a nurture led environment that allows children with specific barriers to thrive and achieve. We aim to build confidence and understanding in pupils both academically and socially, with a bespoke and personalised curriculum. Children will attend for part of their day as they remain an integral part of their main class, ensuring they benefit from an inclusive culture that values connection and belonging. This provision will be highly flexible and adaptive based on the needs of the individual and this balanced approach will allow each child to succeed academically and emotionally.

- **Safety and Belonging:** Children learn best when they feel safe, known, heard and accepted.
- **Relationships First:** Secure, trusting adult-child relationships are the foundation.
- **Emotional Literacy:** Understanding and expressing emotions is taught and modelled.
- **Readiness to Learn:** An engaging curriculum, adapted to the child's emotional and cognitive readiness, with personalised and meaningful learning. Predictability with flexibility, allows regulation and confidence.
- **Holistic Development:** Academic progress and emotional wellbeing are equally valued.

- **Environment acts as an additional teacher:** calm, safe, nurturing and engaging spaces invite exploration and reflection

Who is it for?

- Children who have an EHCP, are on the pathway.
- Children who cannot access classroom learning.
- Children who find the mainstream classroom overwhelming.
- Children who need specific intervention.
- Children who struggle to regulate their emotions.
- Children who have low self-esteem.
- Children who struggle to communicate.
- Children who struggle with boundaries.
- Children who are disengaged with learning.
- Children who are disruptive in the classroom.

Previous Inclusion Policy Approved November 2016