



Inclusion Policy

Date of Review	September, 2023
Agreed by Trust	September, 2023
Shared with all Staff	September, 2023
Next Review	September, 2024

Ebbsfleet Green Primary School

Inclusion Policy

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs'

OFSTED

As an inclusive community, Ebbsfleet Green Primary School ensures as far as possible that the needs of all children are met, enabling them to achieve success, make a positive contribution to society and prepare them for their future lives.

Inclusion concerns children with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, the vulnerable, pupil premium children, looked after children and those with social and emotional difficulties.

We are committed to high achievement for all, supporting children and families in making the very best of the opportunities available to them.

As an inclusive community, we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the Inclusion Manager in collaboration with the inclusion team, Headteacher, the SEN Governor, parents and families. At Ebbsfleet Green, Ruth Ottley performs the role of Inclusion manager for Ebbsfleet Green and Greenacres as part of her Trust SEND role.

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ROLES AND RESPONSIBILITIES

The SLT have overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The Headteacher and Inclusion Manager have overall responsibility for children with SEND.

At Ebbsfleet Green, we work as a team to support all aspects of inclusion. Our inclusion team includes: The Inclusion Manager, SENDCO assistant, family support worker, learning mentors, safeguarding leads and wellbeing lead. This includes members of SLT and the Headteacher.

The SLT plans, monitors, reviews and manages the support provided for children all children and identifies any specific groups or individuals who need additional support. The Inclusion Manager is responsible for the day-to-day processes and procedures, supporting teachers and LSAs in meeting the needs of children.

The Designated Safeguarding Lead is responsible for LAC children and co-ordinates with virtual schools and carers to plan support meetings and make personalised learning plans for them.

The SENDCO assistant is responsible for assessing and co-ordinating care for children with medical needs alongside the Inclusion manager.

Termly Inclusion team meetings are held to share information and plan any further action needed.

PROVISION

We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

The ways we have created this are:

- We are a value led school and inclusivity is inherent throughout all our school values.
- We have established systems and structures within the school to enable us to manage the needs of all pupils.
- We have an inclusion manager and team who ensure that inclusive practices are consistent throughout the school to meet the needs of all pupils.

We have a SEND register to include all children who have education health and care plans (EHCPs) or who receive school support for Special Educational needs and disability. Additionally we have a Provision Map which details of the type and nature of support offered (internally and externally). The register and Provision Map are up-dated termly and support adjusted accordingly.

All children's progress is tracked termly. This allows the senior leadership team to compile essential data such as the levels of attainment of all groups of children, and enables us to monitor how successful our inclusive education is and make any necessary adjustments;

The Inclusion manager and Headteacher meet regularly to review the SEND register and Provision Map and copies are available for all staff;

The Inclusion manager meets regularly with external agencies to review individual cases and ensure provision is effective

All staff are kept up to date with regard to child protection issues and procedures and any concerns are reported to the designated person responsible for child protection.

We work closely with Social Services to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs. We track the children through the SEND register and the Provision Map. The inclusion team meetings consider the next steps needed when reviewing progress.

We have a breakfast club and after-school club on school premises and we provide funding for our vulnerable children to attend clubs pre and post school.

We are fully aware of and responsive to the needs of our exceptionally skilled learners and make use of appropriate strategies in and out of school to support this group. The school also liaises closely with receiver secondary schools to enable smooth transition to take place for all pupils including those who are vulnerable.

All school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.

Indicators of Success at Ebbsfleet Green:

- everyone is made to feel welcome
- pupils help each other
- staff and pupils treat each other with respect
- pupils are equally valued
- the school seeks to draw and admit all pupils from our locality
- pupils new to the school are helped to feel settled
- there is a partnership between staff and parents/carers
- staff and governors work well together
- staff, governors, pupils and parents/carers share a philosophy of inclusion
- the school strives to eliminate any discriminatory practices
- community resources are known and drawn upon
- staff appointments and promotions are fair
- good induction of new staff
- staff expertise is fully recognised and utilised
- local communities are involved in the school
- there are high expectations of all pupils

- differentiation supports each individual pupil's needs
- teachers, LSAs and Early Years Practitioners are concerned to support the learning and participation of all pupils
- teachers plan, review and teach
- staff are proactive about promoting inclusion and identifying and sharing concerns or reporting incidents.
- staff collaborate with each other
- staff development activities help staff to respond to pupil diversity
- staff seek to remove all barriers to learning and participation in school
- all forms of support are co-ordinated
- the Code of Practice is used to reduce the barriers to learning and participation of all pupils
- support for those learning English as an additional language is co-ordinated with learning support
- we identify children who are exceptionally able learners and provide opportunities to meet their needs
- we are working to remove barriers to full attendance
- we maintain anti-bullying and race equality policies (we record incidents of racism and report these centrally)
- we assess and monitor the attainment of pupils to ensure equality of opportunity
- we provide a range of support strategies delivered by teachers and LSAs in order to meet individual pupil's needs
- lessons are made accessible to all through a fully differentiated curriculum and by support
- lessons develop an understanding and acceptance of difference
- pupils are actively involved in their own learning including the target setting process
- pupils learn collaboratively
- assessment encourages and tracks the achievements of all pupils
- classroom behaviour is excellent, based on mutual respect
- homework contributes to the learning of all
- opportunities are available for all pupils to take part in activities outside the classroom
- staff develop and secure resources to support learning and participation and distribute these fairly to support inclusion

Inclusion for all is at the heart of the school vision and permeates all that we do as a learning community.

Special Educational Needs and Disability

Principles

- A child with SEND should have their needs met where possible
- The views of the child should be sought and taken into account
- Children with SEND should have full access to a broad, balanced and relevant education
- Parents and carers will be invited to work in partnership with the school to address the needs of pupils with special educational needs

For full details please see the schools SEND policy.

Teaching and nonteaching

All teachers will work to implement this policy and take the major responsibility for planning to meet the needs of their pupils on a day-to-day basis (with reference to individuals needs and any external advice).

The Inclusion Manager will ensure that requirements set out in the Code of Practice are being met.

ADMISSION ARRANGEMENTS

Children are admitted throughout the school in accordance with Greenwich's admission policy that states that those with SEND, where appropriate, should be given priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on the forms special needs their child may have.

Access

For the 2020-2021 academic year, Ebbsfleet Green will be in temporary accommodation, consisting of a three classrooms, an office, a reception area and a playground. We will have access to an outdoor provision for EYFS and our own entry point with lockable gate. We are based on the ground floor and ramp access is available. For more details, please see the school's accessibility plan.

INSET

The Inclusion Manager and SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The Inclusion Manager attends training sessions in order to fulfil the requirements of the Code of Practice and monitor and maintain the inclusion and SEND policies of the school effectively.

Outside Agencies

The Inclusion Manager meets regularly with adults working with children with SEND. All adults involved with educational progress in the core subjects work with the school's assessment documents. The development and progress of each SEND child is monitored and reviewed after each block of intervention. Meetings are organised with parents, teachers, outside agencies and the Inclusion Manager as required.

For those children with specific medical special needs, there is regular liaison between the Health Authority and the school. All outside agencies are invited to send a report or attend review meetings for those children transferring from another school to Ebbsfleet Green, there is a regular contact prior to the changeover.

Supporting Parents and their families

Parents can refer to the Kent local offer for children with special educational needs and disabilities.

[http://www.kent.gov.uk/downloads/download/551/local_offer_for_children
_with_special_educational_needs_and_disabilities](http://www.kent.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities)

Parents can also refer to the school website to see the school based Local Offer

The Inclusion Manager can provide parents with information about how to contact other agencies to support the family and pupil. Additionally, it is the Inclusion Manager's responsibility to ensure that SEN children are able to access exams, other assessments and support children and their families at transition times: across key stages, class to class and to another school.