

Inclusion Policy



WARREN FARM
PRIMARY SCHOOL

Approved by: Governors **Date:** 19/10/2023

Last reviewed on: 08/10/2023

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Rationale

At Warren Farm School, we value the individuality of all the children in our care. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Principles

We aim to ensure that:-

- All learners are valued regardless of culture, religion, disability, sexuality, race or ability.
- All learners are given every opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment, disability or background.
- Staff, children and parents are involved in the best way to support all children's needs.
- We offer flexibility in our approach in order to best meet the needs of the child.
- Within each class, teaching and learning styles and classroom organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Provision and pupil progress will be monitored and reviewed regularly.
- Work proactively with the Local Authority and outside support agencies in identifying, assessing and meeting Special Educational Needs that cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Communication and Autism Team, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.
- Maintain and develop a range of expertise within the school by training all staff with regard to SEN.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

It is the responsibility of every teacher to teach all children within their class including those with SEND.

Aims and objectives

1. To be an inclusive school and offer equality of opportunity and diversity, when needed, to all groups of learners within the school.

These groups include:

- girls and boys;
- men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an Additional Language (EAL)
- learners with Special Educational Needs and Disabilities (SEND)
- learners who are more able and talented children
- learners who are looked after by the Local Authority
- learners who are at risk of disaffection or exclusion

2. To provide a happy, healthy and safe school (Health and Well-Being)

This will be achieved by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our children
- Providing high quality pastoral care, support and guidance, driven by the leadership team.
- Safeguarding the health, safety and welfare of pupils in the unique 'Warren Farm' way.
- Listening and responding to the concerns of children and parents (See Health and Well-Being Policy)
- Taking care to balance the needs of all members of the school community
- All members of our community being valued and feeling secure

3. To provide a stimulating learning environment, that is varied according to the age of the child and across the whole curriculum.

This will be achieved by:

- Providing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad and balanced curriculum that is relevant
- Using flexible and responsive teaching and learning styles
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership within and with the whole community, particularly, parents and governors, coverage of Emotional Literacy Curriculum reflects this (see School Accessibility Plan).

4. To provide a differentiated curriculum that meets the needs of all pupils, individuals and groups.

This will be achieved by:

- 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 (this includes speech and language therapy and mobility training)

5. To provide greater access to information that meets the needs of all pupils, individuals and groups.

This will be achieved by:

- Adapting printed materials so that children with literacy difficulties can access them, or ensuring access by pairing children/extra adult support.
- Providing alternatives to paper and pencil recording where appropriate, or providing for access through peer/adult scribing
- Using a range of assessment procedures within lessons (such as digital recording, role-play and drama, video, drawing) to ensure children with additional needs are able demonstrate their achievement appropriately (see also School Accessibility Plan/Single Equality Scheme).

Learners with Special Educational Needs and/or disabilities – (Including Learners identified as ‘More able and Talented’, Learners identified as having Social, Emotional and mental health issues and under achieving pupils (Pupil Premium)).

As a school, we recognise that learners learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that learners, at some time in their lives, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every learner to achieve his or her full potential.

The school ensures that the SEN Code of Practice and More Able and Talented Policy are implemented effectively across the school. The Co-ordination of SEND is carried out within the Inclusion Team, led by a trained SENCO.

Incorporating SEND issues into the curriculum

The school provides full access to the curriculum (except where disapplication, arising from an EHC Plan occurs. Disapplication is very rare and we aim to offer full curriculum access to all our learners). We aim to achieve this through Quality First Teaching, differentiated planning, Inclusion Team support and classroom support as appropriate through:

- Additional input, matched to individual needs for those children recorded as having SEND, More Able and Talented, Social, Emotional and mental health or those who fall below national and school expectations (Pupil Premium).
- Continually monitoring the progress of all learners, to identify needs as they arise and to provide support as early as possible (see provision map).
- An Emotional Literacy curriculum which includes issues of SEND, difference and valuing diversity.
- Disabled adults being invited to work with the children, as we believe it is important to have role models.
- The library resources which are regularly reviewed to ensure they include books that reflect the range of special educational needs and/or disability issues. Attention is also given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

Terminology, imagery and SEND equality

- The school is aware of the impact that language can have on children within the school. Therefore we work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to ‘special educational needs and/or disabilities’ under our Anti-Bullying Policy.
- We ensure that children and adults with SEN/ disabilities are perceived positively in displays and provide opportunities to celebrate differences.
- We make optimum use of Circle Time for raising issues of Inclusion, language and other SEN/disability equality issues.

Listening to SEND pupils and those identified with additional needs (Participation)

We include children in their target setting. We encourage and support them to take an active part in their annual reviews, through preparation and the use of:

- ‘Child Friendly I.T.P.s’.
- Pupil Centered Reviews.
- Adult support and School Council to assist completion of school questionnaires.

Working with parents/carers of children with SEND

We regularly include parents in all review meetings, general Parent Evenings, workshops. Our School Accessibility Action Plan(s) identifies how we intend to increase the extent to which disabled parents / carers can take advantage of all that our school has to offer.

Transition for children with SEND

At Warren Farm Primary School, we aim to make times of transition as easy as possible.

When a child with SEND starts at Warren Farm Primary School, the practitioners:

- Meet with the child and their parents /carers to talk about their needs and answer any questions about our school
- Converse with staff at the child's previous school or setting
- Aim to visit the child's home to meet them in their own environment where appropriate (Reception and Nursery entry)
- If required - provide the child with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child or young person
- Arrange visits to our school so that the child sees the school and meets staff before they start
- Arrange for a phased start to school if this is considered appropriate to the child's needs
- Receive a report/profile so that they are aware of and fully understand the things that the child will need to help support their learning.

When a child with SEND is moving into a new class:

- The child is introduced to their new teacher individually
- A familiar adult accompanies them to their new classroom for a visit
- If appropriate, the child is provided with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays
- If needed, the SENCo will arrange a meeting between the new teacher(s), the child and their family, so that any questions they may have about the new year group can be answered.
- Any adults working with the child are given their one-page profile describing the things that help to support them in school

When a child with SEND is moving to a new school we:

- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants
- Talk to the child and their family so we can answer any questions they may have about the new school
- Depending on a child's level of need, we may hold a person-centred review and invite key staff from the new school, the child and the parents

SEND equality and trips/out of school activities

All children in our school have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

All pupils have the opportunity to participate in out of school activities, sporting events, educational trips and residential visits. School staff will consider the needs, care, risks and access arrangements for all pupils and liaise with parents to ensure these can happen.

Our aim is to enable all children to participate by making adjustments to suit their needs.

Reasonable Adjustments (See Accessibility Plan)

The school is committed to meeting the needs of all disabled learners, as we are to meeting the needs of all groups of learners within our school. All reasonable steps are taken to ensure that disabled learners are not placed at a substantial disadvantage compared to non-disabled learners.

The school's Accessibility Plan is an on-going development plan, which shows areas of the school which need modification for disabled persons.

Arrangements for Coordinating Send Provision:

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

The Warren farm Primary School Inclusion Policy;

- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Birmingham's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

The Role of the SENCO:

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Identifying Special Educational Needs

Within our school/setting we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person.

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’

(SEND Code of Practice, 2014)

We consider what is **NOT SEN** but may impact on progress and attainment;

- Disability: the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman

The Graduated Approach to SEND Support

‘Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.’ (6.44, page 89)

Our process by which our school identifies and manages children and young people with SEN: As the Code of Practice suggests pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) (ref. pg. 88 Section 6.37 onwards).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our approach to identification

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision.

Quality First Teaching is the key to success for all children.

However, any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning, progress and possible difficulties. The child’s class teacher will

take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as appropriate for support and advice and may wish to observe the pupil in class through which to determine the level of provision.

The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be made to add the child to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: **Assess - Plan – Do - Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective. Where the external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Graduated Approach

If concerns continue the teacher with support from the SENCO will assess the pupil against the Language and Literacy Continuum to create the pupil's profile of strengths and weaknesses and determine the level of provision required.

Less than expected progress is 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 close the attainment gap between the child and their peers
- widens the attainment gap

Quality first teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews 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 SEN most frequently encountered.

Our school decision around whether to make special educational provision involves the teacher and SENCO who considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Plan

Planning will involve consultation between the teacher, SENCO and parents to discuss the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual targets; the support that is being provided; any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Graduated Approach

An individual target plan (ITP) is developed which sets out a clear set of expected outcomes for children whose main need is cognition and learning. The ITP is created and updated as often as pupil progress dictates. The ITP is shared with the child and all adults working with the child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where targeted support may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of targeted support to ensure links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Graduated Approach

The Individual Target Plan is used to support the implementation of identified support.

The ITP is implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The targets are shared with the child and used as their success criteria where appropriate. The pupil is informed of progress against ITP criteria through marking: how well they have done and what they need to do to improve. In subsequent lessons there is a supported opportunity for the pupil to revisit/review and practice ITP target (up levelling/closing the gap tasks). The ITP is a working document. As a monitoring tool, it contains evidence of progress towards achieving the targets. Comments are dated and reference is made as to where the evidence can be found. Any adult working with the child contributes to the ITP. The teacher holds the responsibility for evidencing progress according to the outcomes described in the ITP.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The class teacher, supported where appropriate by the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Graduated Response

The ITP process informs continual review. When a new ITP has been constructed this will be as a result of the tracker being updated by highlighting and dating the targets achieved. A new ITP will then be generated and the cycle begins again. If the progress matrix continues to indicate need, a new target plan is constructed as twothree targets are achieved rather than waiting for a formal point of review.

The child is constantly involved in the process of reviewing progress as the targets drive their daily success criteria.

Depending on level of need and progress one of the following responses will be implemented following each review:

No additional support – usual school pupil progress monitoring as detailed above is followed. Where less than expected progress has been made the next level of provision is made (ITP driven QFT)

ITP driven QFT – class teacher creates new ITP once new targets are required to support planning. At usual pupil progress monitoring points in the year ITPs are used as evidence of progress. Where appropriate progress is made the approach continues or level of support reduced to usual QFT strategies. Where appropriate progress has not been made, a move to the next level of provision is made (ITP plus additional support) and a formal review date is set.

ITP plus additional support – class teacher, SENCo, pupil and parents meet to review progress. ITPs are used as evidence of the maintenance of skills acquired in interventions and support put in place (e.g. where an intervention has been used the impact on progress towards end of year expectations is monitored). Where appropriate progress is made the approach continues or level of support reduced to ITP driven QFT. Where appropriate progress has not been made, a move to the next level of provision is made (ITP plus enhanced support) and a formal review date is set.

ITP plus enhanced support - class teacher, SENCo, pupil, parents and appropriate specialists, meet to review progress made and assess level of provision required to continue supporting the pupil.

Advice and support from specialist teachers, educational psychologists or other external agencies may be appropriate to further support our pupils. With parental support, this will be arranged by the SENCO. Any advice regarding strategies and resources will be followed and reviewed to ensure needs of the student are being met.

Review with parents will take place 3 times a year and are the responsibility of the class teacher, with support from the SENCo as appropriate. There is a standard proforma used for the review process to ensure consistency of approach across the school.

The SENCO will seek advice from other colleagues from within Access to Education linked to additional aspects of assessment linked to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

Referral for an Education, Health and Care Plan

A statutory assessment and Education, Health and Care Plan may be required for a child if the following apply:

The child:

- Has severe and/or complex long term needs that affect everyday life
- Requires provision and resources that are not normally available within an education setting
- Requires intensive help and support from more than one agency
- Despite high levels of support is making limited or no progress

A Statutory Assessment is usually requested by the school but can be requested by a parent.

The decision to make a referral for an Education, Health and Care Plan will be taken at a Team Around the Child/Family (TAC) meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk/professionals-and-education-settings/education-health-and-care-plans/>

One Page Profiles

In partnership with the pupil, parents and the team around the child including where appropriate outside agencies, a one page profile will be created. One Page Profiles will be updated to ensure they continue to reference personalised learning and provide living records of what needs have been identified and how to remove key barriers to learning effectively for all children identified as having SEND.

The Voice of the Child

The Code of Practice strongly recommends pupil participation with regard to all aspects of their S.E.N. At Warren Farm Primary we strive to show sensitivity and mutual respect in encouraging pupils to share their concerns, discuss strategies and see themselves as equal partners with the school.

We encourage pupils to participate in their learning by involving them in the ITP review cycle from the start. All ITP's produced are in child friendly language and are shared with the child at the start of

each cycle and reviewed at the end on a one to one basis as appropriate. Children are asked to comment on the progress they have made towards their targets and on the support that they have received by completing a pupil view sheet; these are then shared with parents at the review meeting.

Managing Pupils Needs on the SEN Register

There is now a single category of support, **SEN SUPPORT**, so the ITP process detailed above informs our school's graduated approach. It recognises that every pupil cohort in our school will be different and ensures we provide a different profile of needs overall and requires pupil needs to be personalised to meet the cohort of need.

- Work is planned and assessed by the class teacher and teaching assistants.
- Teaching assistants support the implementation and delivery of ITP targets.
- SENCo monitors the child's development; supports the review meetings and target setting process.
- We wish to foster autonomy and independence in all our children and therefore always provide support in the whole class setting where possible and where appropriate.
- Children are taught alongside peers in a whole class setting where possible however on occasions they may:
 - work in small groups
 - work one to one with a teaching assistant or external specialist staff
- Small group interventions take place during the week. Children are involved in individual intervention programmes as appropriate.

Criteria for Exiting The SEN Register/Record

Although in the first instance it is our intention that we provide short-term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. Any movement through or from the Special Needs Code of Practice stages will be done through consultation with the SENCo, class teacher, parents and where appropriate the pupil.

Supporting Pupils and Families

Parents and carers are consulted about their child's needs as soon as the school has identified that a child has SEN. ITP review meetings are held as appropriate with the SENCo and a member of the teaching team (where requested) to inform parents of their child's progress, discuss any intervention or programme of action and inform future targets. Outside agencies are invited to attend these meetings as appropriate.

Parents are given the opportunity to comment on their child's progress and provision during the review meeting. Parents are welcome to discuss their child's difficulties at any time with the SENCo who is contactable by telephone or email.

Consent is always sought before any contact is made with outside agencies (verbal or written) and verbal feedback is given as appropriate.

Parents are welcome to receive copies of ITPs.

We ask that parents work in partnership with school and alert us to any concerns that they may have about their child's progress and provision. The following are also available to support parents/carers and families:

LA local offer (Regulation 53, Part 4) The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in

Birmingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

For further information and support please contact Birmingham SEND Information, Advice & Support Service (SENDIASS)

on 0121 303 5004 or at <http://www.birmingham.gov.uk/sendiaass>

SEN Information Report;

Regulation 51, Part 3, section 69(3) (a) of the Act Information about Warren Farm Primary School's SEN offer is available on the school website.

Links with other agencies to support the family and pupil - The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is the key to the effective and successful SEN provision within our school.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Inclusion Network

Warren Farm is part of a SENCO network. This network includes local mainstream and special schools. The network offers guidance, support, specialist knowledge and skills supporting inclusion.

Dealing with complaints (see Complaints Policy)

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office. All complaints and concerns will be handled in both an impartial and non-adversarial manner, and in an open, transparent and constructive way.

Consultation

This policy has been drawn up by the SENCO in consultation with pupils (School Council), staff and the SEN Governor of the school.

Evaluating the success of the School's Inclusion Policy

The Inclusion Policy is monitored on an annual basis, with targets set within the school's accessibility plan in accordance with the Standards for Inclusion document. We achieve educational inclusion by continually reviewing what we do, through asking ourselves, parents and children key questions through the use of questionnaires.

Availability of Policy

This policy is also available in the following formats, on request to the Head Teacher: email; enlarged print version; other formats by arrangements.

This policy is linked to and should be considered alongside the:

- Admissions Policy
- Anti-Bullying Policy
- Assessment, Recording and Reporting Policy
- Care and Control Policy
- Child Protection Policy
- Community Cohesion Policy
- Complaints Policy
- Early Years Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Health and Well-Being Policy
- Looked after Children's Policy
- More able and Talented Policy
- Pastoral / Behaviour Policy
- Physical Restraint Policy
- Racial Equality Policy
- SEND Information Report
- Sex and Relationship Policy
- Single Equality Policy
- School Accessibility Plan
- Teaching and Learning Policy