

Inclusion Policy

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**HUJJAT
PRIMARY
SCHOOL**

VISION

Hujjat Primary School will be a happy and inclusive school inspired by Islamic values. A place where children can indulge their curiosity, develop a love for learning and build the foundation to become ethical, responsible and inspirational members of society.

MISSION

To nurture children within a safe and caring learning environment to realize their full potential academically, physically, spiritually, emotionally and socially. We believe that true education is not just about acquiring skills and achieving standards, but facilitating the well-being and growth of every child's mind, body and spirit in the best possible way.

VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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POLICY STATEMENT

Hujjat Primary School is committed to providing an inclusive education for all. This policy outlines the ways we meet the needs of children who experience barriers to learning, particularly in relation to the provision for specific groups of learners, including:

1. Children with Special Educational Needs or Disabilities (SEND).
2. Children who have English as an additional language (EAL).
3. Children who are newly arrived from overseas, including refugees and asylum seekers.
4. Children from black and minority ethnic groups (BAME).
5. Children who are able, gifted or talented (AG&T).
6. Children who are looked after (LAC)
7. Children with disabilities.
8. Children who are transient (mobile).
9. Children who are infrequent attendees.
10. Children excluded or at risk of exclusion.
11. Children eligible for Pupil Premium Funding.

Many children will face barriers to learning at some point in their school career and we recognise that children may fall into more than one of the groups identified above. Whilst this policy describes provision for groups of children, all interventions are based on individual pupil's needs.

OBJECTIVES

1. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with barriers to learning.
2. To continually monitor the progress of all children, to identify needs as they arise and to provide support at the earliest opportunity.
3. To continuously develop our ways of working in order to provide the highest quality of teaching provision for all our children with the resources available.
4. To identify the role and responsibilities of staff in ensuring the inclusion of children.
5. To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school.
6. To enable children to move on to the next phase of their education well-equipped in the basic skills of literacy, numeracy and social independence.
7. To involve parents/carers at every stage to meet their child's additional needs through the Assess, Plan, Do, Review cycle (APDR).
8. To involve children themselves in planning and in any decision making that affects them.

SPECIAL EDUCATION NEEDS OR DISABILITIES (SEND)

This section of the policy complies with the statutory requirement laid out in the Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years (3.65)*, and has been written with reference to the following guidance and documents:

1. Equality Act 2010: advice for schools
2. SEND Code of Practice 0 – 25 (2015)
3. Schools SEND Information Report Regulations (2014) Statutory Guidance on Supporting children at school with medical conditions April 2014
4. The National Curriculum in England Key Stage 1 and 2 framework document September 2013
5. Safeguarding Policy
6. Accessibility Plan
7. Teachers Standards 2012

DEFINITION OF SPECIAL EDUCATIONAL NEEDS OR DISABILITY

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these children.

It is important to note that all staff have a responsibility of meeting the needs of everyone in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the school's Special Educational Needs Coordinator (SENCo) should accompany a structured and well-differentiated teaching programme.

The SEND Code of Practice 2015 provides guidance on the duties of schools, local authorities and others working with children who have SEND. The Code sets out four broad areas of SEND:

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

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We acknowledge that the following may impact upon a child's progress and attainment; however, do **NOT** solely constitute as SEND;

1. Disability
2. Poor Attendance and Punctuality
3. Health and Welfare
4. EAL
5. Being in receipt of Pupil Premium Grant
6. Being a Child Looked After.

ROLES AND RESPONSIBILITIES

BOARD OF TRUSTEES

1. Identify at least one trustee with the responsibility for SEND.
2. Use their best endeavours to ensure that children's special educational needs are identified and provided for.
3. Ensure that the school has effective procedures for ensuring that parents/carers are fully informed when special provision is made for children.

HEADTEACHER

1. Allocate roles and responsibilities to staff so that special needs are met.
2. Liaise with staff, SENCo, support services, parents/carers and children.
3. Report to the Board of Trustees on the needs of the SEND children in his/ her care.
4. Delegate the organisation of review meetings to the SENCo
5. Ensure that the needs of SEND children are met within the school.

SENCo

1. Play a key role in delivering the strategic development of the SEND policy and provision.
2. Oversee the day-to-day operation of the school's SEND policy.
3. Monitor the needs of SEND children together with the Headteacher and Class Teachers.
4. Assist with and advise on, the teaching and assessment of children with SEND.
5. Organise annual and termly reviews for children and parents where appropriate, at least 3 times a year.
6. Ensure SEN Support and/or provision maps are written and reviewed at least termly by Class Teachers, parents and Inclusion Manager where appropriate.
7. Meet regularly with the Headteacher to discuss individual children, resources and use of time.
8. Give advice on the level of support and on appropriate resources and strategies to support learning.
9. Ensure that the school's SEND register & provision map is updated regularly.
10. Lead the review of the SEND Policy.
11. Contact other support services in consultation with the Headteacher and Class Teachers.
12. Report to the Board of Trustees as requested by the Headteacher.
13. Lead INSET on SEND in school as appropriate.
14. Keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

TEACHERS

1. Provide every child with access to a broad and balanced education. This includes planning differentiated work that is appropriately matched to learning needs and ensures progression.
2. Identify children experiencing difficulties using a range of evidence, for example

- progress data, formal assessments and informal observations.
3. Discuss children with the SENCo and parents/carers and contribute to the planning and provision to meet identified needs.
 4. Produce, monitor and evaluate support plans and/or provision maps on at least a termly basis.
 5. Meet with parents/carers of children with SEND at least 3 times per year to review provision and progress.
 6. Monitor the effectiveness of interventions at least termly.
 7. Maintain a SEND section in their Planning File for their class.
 8. Create a welcoming atmosphere for parents/carers and provide regular feedback on their child's progress through meetings at least three times a year.
 9. Set aspirational yet attainable targets for learning.
 10. Create effective learning environments in which children achievements are celebrated and independence is fostered.
 11. Respond flexibly to children according to their difficulties.
 12. Support children' learning without making them feel different or inferior to their peers.
 13. Enable each pupil to become an independent and confident student.

IDENTIFICATION OF SEND

Class Teachers, supported by the Senior Leadership Team, make regular assessments of all children to identify those making less than expected progress given their age and individual circumstances.

If a Class Teacher or parent has concerns about a child these concerns will be discussed in the first instance with the SENCo, who will offer advice and support, and may suggest that either further evidence of monitoring are needed over a period of time or that the child should be placed on the SEND Register and receive appropriate SEND Support.

Hujjat Primary School has a '3 Wave' approach to identifying SEND support.

WAVE 1 – UNIVERSAL PROVISION

All children have an entitlement to 'Quality First Teaching' at Wave 1 and teachers are responsible for ensuring this takes place. Wave 1 describes quality inclusive teaching which considers the learning needs of all the children in the classroom. Before any additional provision is considered, staff will consider what is already available to all children through differentiated work and an inclusive learning environment. Where progress is not adequate despite this being in place, it might be necessary to take some 'additional to' or 'different from' action to enable the child to learn more effectively.

WAVE 2

The triggers for intervention through SEND Support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving 'Quality First Teaching', including differentiated learning opportunities:

1. Makes little or no progress even when teaching approaches are targeted particularly

- in a child's identified area of weakness.
2. Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
 3. Presents persistent emotional or behavioural difficulties.
 4. Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
 5. Has a communication and/or interaction difficulty.

If the class teacher continues to be concerned after a period of monitoring a decision will be made, in conjunction with the SENCo whether the child needs to go on to the SEND register and the level of SEND Support. The Class Teacher must then inform the parents/carers about the school's concerns and invite them to a meeting.

A decision may be reached at that meeting to begin SEND Support, in which case the child's name is entered on the SEND Register and the Class Teacher must include the pupil in their Provision Map where details of extra interventions and support should be recorded.

This support should be communicated to the SENCo and Senior Leadership Team through pupil progress meetings alongside a discussion about progress and fed back to parents/carers at consultation meetings.

WAVE 3

It is likely that a child will progress to SEND Support at Wave 3 when it becomes clear that, despite appropriate interventions at Wave 2, the pupil is failing to access the curriculum at an appropriate level. It may be that the child:

1. Continues to make little or no progress in specific areas over a long period.
2. Continues working at National Curriculum levels substantially below that expected of children of a similar age.
3. Continues to have difficulty in developing literacy and mathematics skills.
4. Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme,
5. Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
6. Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
7. Interventions put in place at Wave 2 have had little or no impact on learning or progress.

At SEND Support Wave 3 external support services, both those provided by the LA and by outside agencies, will see the child in school so that they can advise teachers on targets and accompanying strategies.

Hujjat Primary School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo and Headteacher are the designated persons responsible for liaising with the following:

1. Education Psychology Service
2. Speech and Language Therapy
3. Harrow Mental Health Team
4. Harrow Sensory and Physical Support Team
5. Children Looked After Team
6. SEND Information, advice and support services
7. Occupational Health and Physiotherapy Services.

Representatives from external agencies are invited to meetings throughout the year to discuss SEND provision and progress and to keep staff up to date with new legislation.

SEND SUPPORT PLANS

All children on the SEND register at SEND Support Wave 3 or with an EHC Plan must have a SEN Support Plan. These must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. The reviews are organised by the SENCo and Class Teachers. If a pupil is making good progress the review can be used to consider removing a child from the SEND register.

If targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil onto the next level of support, for example from Wave 2 to Wave 3, or from Wave 3 to a request for an education, health and care needs assessment (EHCNA). There must be clear evidence in each Class Teacher's Planning File of when Support Plans have been reviewed and the outcome of that review, including which targets have been met and the new targets, which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to a request for an EHCNA.

PLAN

Planning will involve consultation between the teacher, parents and children where appropriate to agree the interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

DO

The class teacher remains responsible for working with the pupil daily. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class.

REVIEW

Reviewing pupil progress will be made at termly support plan meetings. The review process will evaluate the impact and quality of the support and interventions. Class teachers will also review progress at least 3 times per year during extended parent consultation meetings.

HIGH QUALITY TRAINED STAFF

Children with SEND, and their families, have a right to be supported by high quality, skilled professionals. Hujjat will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in SEND.

This programme will be a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. This will be available not only to teaching staff but also to support staff and all those involved in managing the assessment process.

MONITORING AND EVALUATION

All teachers have day-to-day responsibilities regarding children with special needs, and the care of such children is seen as a whole school responsibility. The SENCo is responsible for the co-ordination of provision and is responsible to the Headteacher in the first instance. Learning support provision is planned, monitored and evaluated by the SENCo working with staff. Other professionals including Support Staff and External Agencies may become involved when practicable and/or necessary.

The school will conduct internal reviews of SEND provision at least annually to complement the on-going monitoring and evaluation of provision and outcomes.

The SENCo will report regularly to the Headteacher and the Board of Trustees.

Parents/carers also have a role to play though their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

In carrying out its responsibilities towards young people with SEND the school will;

1. Keep its arrangements and provision for SEND under review.
2. Review the effective use of its resources.
3. Review and evaluate the school's arrangements for individual education planning and reviewing, including parental and Support Services involvement.
4. Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the School's Development Plan and SEND policy, and the finance delegated under SEND arrangements.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

RACE EQUALITY

We are categorically opposed to all forms of racism and racist behaviours and work hard to ensure that all languages and cultures are given equal status and respect. As such, the curriculum reflects the context of the school community and children and staff are given opportunities to celebrate diversity.

We are aware that not all conflict between children from different ethnic backgrounds is of a racist nature. However, where racist incidents do occur, staff will follow the agreed procedures:

1. Act immediately to stop or prevent any incident.
2. Inform the Headteacher or a member of the senior leadership team, who will investigate the incident further, where appropriate.

The Headteacher or member of the leadership team will:

1. Make a log of the incident and inform parents, including any further actions to be taken.
2. Follow up the incident with the class teacher, who may choose to address the issue during PSHCE.
3. Report serious incidents to the Local Authority and Board of Trustees.

ABLE, GIFTED OR TALENTED (AG&T)

Hujjat Primary School offers a rich and diverse curriculum to all its children. Through this varied curriculum, children can demonstrate strengths in certain subjects or aspects of learning. Gifted generally refers to academic success, whereas talented describes an aptitude in sports or the arts.

As part of the on-going assessment procedures, teachers may identify children who are performing significantly higher than their peers. In such cases, teachers speak to subject leaders for advice on differentiation and match tasks to their ability. They will also speak with the SENCo who will place the child on the AG&T register. Parents are informed if their child has an identified ability in a subject and encouraged to support this further out of school.

Class Teachers are responsible for planning provision for children who are placed on the AG&T register. This includes providing an adequate level of challenge within the classroom, which may be through questioning, the nature of the task or level of support. We also use our local Secondary Schools to offer advice and support for challenging more able children. Other provision may include 'one-off' activities, for example taking part in specific visits, inter-school sports challenges and competitions. Hujjat also provides extra-curricular activities for talented children to access.

CHILDREN ELIGIBLE FOR PUPIL PREMIUM FUNDING

We will ensure that these children are treated as equally as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled children.

Using this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been unlikely without it.

The school will report on the effectiveness and impact of Pupil Premium Funding and publish this on their website. Please refer to this for further details on how this funding is used to support children.

CHILDREN LOOKED AFTER (CLA)

When children are accommodated away from the family home, they are referred to as being looked after. It is vital that all adults who are working with children looked after are aware of the circumstances and are sensitive to the needs of the child.

A monitoring form is completed termly and discussed at meetings with Educational Psychologist and SENDCo and returned to the Local Authority in order to safeguard the child's educational opportunities and to ensure that they achieve.

The SENDCo is also responsible for carrying out termly Personal Education Plan (PEP) meetings. This is a multi-agency review of a child's progress and a discussion on what needs to be done to narrow the gap and produce the desired outcome for the child. This meeting ensures that provision is in place to ensure successful outcomes for the child. The Designated teacher for looked after and previously looked after children is the Headteacher. As the school grows this will change and the role will be identified by the Headteacher.

CHILDREN WITH DISABILITIES

The Hujjat School building has been refurbished taking account of Accessibility. There are ramps, a hygiene suite for children and adults who require this and a lift to the second floor.

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. For example, the use of interactive whiteboards and high-quality interactive screens increases visibility for all learners.

The school will work alongside the Sensory Support Service where appropriate, and staff will have specific training to meet the needs of these pupils.

Learning opportunities are absorbing, rewarding and highly differentiated. Schemes of work for each area of the curriculum are in place and differentiated to include appropriate learning outcomes for all children. Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources, such as ICT or specialist equipment.

CHILDREN WHO ARE TRANSIENT

When children transfer to Hujjat School from other schools, a formal admission meeting is organised for parents with either the Head or Deputy Headteacher. During this meeting, information is sought about previous educational experiences and personal circumstances that may be relevant. This meeting is also an opportunity to discuss the school's aims and values and the desire to work in partnership with parents/carers.

Information from previous schools is sought as a matter of urgency. This enables staff to quickly plan work that is matched to pupil need, provides details of whether external agencies were involved with the pupil at their previous school and ensures any social care involvement is maintained.

Support Staff aid the integration of transient children, for example, ensuring they have a

known 'buddy' on the playground, encouraging new children to join clubs, working alongside new children both formally and informally, to make certain children are welcomed and feel part of the school community.

CHILDREN WHO ARE INFREQUENT ATTENDEES

Our Attendance Administrator will contact families on the first day of absence to ensure that there is an appropriate reason for children not being in school. Where necessary, staff will also make home visits, bringing children into school if this is appropriate. For children who have missed significant periods of time from school, every effort is made for appropriate catch-up programs to be put into place.

The school works in partnership with the Local Authority for families that are hard to reach or when attendance has become a concern.

CHILDREN WHO ARE EXCLUDED OR AT RISK OF EXCLUSION

Every effort is made to find alternatives to exclusion. However, as identified in the Behaviour for Learning Policy, certain behaviours, particularly those that put children at risk of harm, will not be tolerated.

Where children are excluded from school, appropriate work is provided for children to complete. Where possible, this links to the work that the rest of their peers will undertake during the time of the exclusion.

On their return to school, children and their families must attend a meeting with the Headteacher. During this meeting, the rewards and sanctions systems are reiterated, additional provision, if appropriate, is discussed and a home school contract may be drawn up.

For children at risk of exclusion additional support may be sought. If appropriate an individual intervention plan which details the specific response to the behaviours being presented will be completed. It is the school's policy to inform parents / carers of concerns as they occur. However, it is vital that these are balanced by news of successes and achievements.

EVALUATING THE SUCCESS OF THE INCLUSION POLICY

- All children are set challenging, individual targets for literacy, numeracy and science. Each half term we monitor the progress made by children against these targets. For any children or groups of children who have not made sufficient progress, additional provision is made available.
- At least every year we analyse data relating to achievement and attainment, linking this specifically to the groups identified within this policy. The outcome of this analysis drives provision and interventions for the coming year.
- Provision planning is used to monitor and evaluate the impact of interventions.
- Each term we analyse any fixed-term exclusions, paying attention to potential barriers to learning.
- The Inclusion Leader meets with the Trustee with responsibility for Inclusion to discuss current concerns.
- Whole school monitoring and evaluation procedures include lesson observations, book looks and planning meetings along with discussions with children during our 'Focus Friday' sessions. During these procedures, raising standards for all children is paramount.

STAFFING THE PROFESSIONAL DEVELOPMENT

Hujjat Primary School's Senior Leadership Team will take active steps to ensure that staff are aware of and adhere to the aims and stated outcomes of this policy. This will be reflected in the CPD Framework and staff training.

MONITORING AND REVIEWING

This policy will be reviewed by the Inclusion Team in conjunction with the Headteacher and the linked Trustee as part of the school's review cycle.