



# Barnfield School

*Ambitious, Creative, Curious, Empathetic, Healthy*

## **Barnfield Primary School** Inclusion Policy

**‘Be the best you can be’  
DREAM. BELIEVE. ACHIEVE**

<b>Inclusion Policy</b>			
<b>Review Frequency</b>	Every year	<b>Review Date</b>	Summer 2024
<b>Ratified by Governors</b>	To be ratified	<b>Website</b>	Yes

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**The Inclusion Team:**

Headteacher – Catherine Goodwin

Special Needs Coordinator (SENCo) – Ida Møller

Pastoral Leader – Jackie Bramble

EAL Leader – Paul Stevenson

SEN Governor – Nicola Kettle

## **1. Rationale**

Barnfield Primary School is an inclusive school. We strive to ensure that all children are supported, celebrated and challenged to reach their full potential.

The school is committed to providing all children with the greatest possible access to a broad and balanced education. Each child will have varied life experiences and needs. It is the aim to identify the individual needs of children and provide them with appropriate support irrespective of ethnicity, attainment, age, disability, gender or background.

## **2. Aims**

The Inclusion Policy aims to:

- set out how our school will support and make provision for individual or groups of pupils;
- and explain the roles and responsibilities of everyone involved in providing for different groups, including but not limited to:
  - girls and boys;
  - disadvantaged pupils (Free School Meals and Pupil Premium);
  - minority ethnic and faith groups;
  - children who need support to learn English as an additional language;
  - children with special educational needs;
  - children with disabilities or medical needs
  - children with high learning potential;
  - children who are at risk of exclusion;
  - travellers;
  - asylum seekers;
  - LGBTQ+ groups.

## **3. Legislation and Guidance**

This policy and information report are based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Teachers' Standards (2012)
- Ofsted Section 5 Inspection Framework (2014)
- Working Together to Safeguard Children (2013)

#### **4. Definition of Inclusion**

Inclusion is an ongoing process that celebrates diversity. It involves the identification and minimising of barriers and the maximising of resources to reduce these barriers to learning and participation. These may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social and social background. These may include but are not limited to:

- girls and boys;
- disadvantaged pupils (Free School Meals and Pupil Premium)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- children with high learning potential;
- children who are at risk of exclusion;
- travellers;
- asylum seekers;
- LGBTQ+ groups.

#### **5. Roles and responsibilities**

##### 5.1. Senior Leadership Team

The Senior Leadership Team will:

- monitor the Inclusion Policy;
- monitor and assess inclusive provision;
- identify barriers to learning and provide staff with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- monitor pupil progress;
- liaise with parents;
- coordinate cross-phase/cross-school transition;
- and coordinate external specialist provision.

The Senior Leadership Team is responsible for keeping the Headteacher informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

## 5.2. Pastoral Leader

The Pastoral Leader is Jackie Bramble. The Pastoral Leader will:

- take a lead role in providing high quality and effective safeguarding and pastoral support across the school;
- working with the school safeguarding lead to implement actions related to safeguarding concerns and matters;
- liaise with social workers and other relevant support agencies to ensure that all families, vulnerable children and young people receive the care and protection they require;
- ensure that all child protection plans are maintained and implemented;
- meet with pupils and parents as necessary to address pastoral concerns;
- work closely with the SLT to improve attendance of vulnerable pupils;
- and take a lead role in developing and implementing practices which reflect the school's commitment to positive behaviour and emotional well-being.

## 5.3. Designated Teacher

The Designated Teacher is Ida Møller. The Designated Teacher for looked after children will:

- have strategic responsibility for the inclusion of children who are adopted or in local authority care;
- promote a culture of high expectations and aspirations for how looked after children learn;
- make sure the child has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children;
- and have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within the school.

#### 5.4. Pastoral Assistant

The Pastoral Assistant is Karen Thompson. The Pastoral Assistant will:

- promote the mental and physical welfare of all pupils;
- be the school's lead first aider;
- keep clear and accurate records (written and electronic);
- keeping key adults informed about children's needs and conditions;
- make and maintaining contact with families and children who have suffered illness and injury;
- ensure current legislation is followed and staff are kept up to date of any changes;
- ensure staff first aid training is kept up to date and arrange courses as required;
- and liaise with professionals and outside agencies as required.

#### 5.5. English as an Additional Language (EAL) Leader

The EAL Leader is Paul Stevenson. The EAL Leader will:

- work with EAL support staff (Josie Molloy) to assess students' language levels on arrival, using the Language in Common Assessment
- monitor 'Language in Common' tracking to ensure child's progress is regularly updated and areas of need highlighted. support staff to use 'Language in Common Assessment' to set individual targets.
- use the EAL systems to monitor the academic, social and emotional progress of students on the EAL register;

- maintain the EAL register and timetable EAL support staff to scaffold lessons in areas of need with target children.
- liaise with class teachers to identify reasons for underachievement and use the school's internal referral system to broker additional support/intervention/assessment.
- and maintain resources e.g. bilingual dictionaries, EAL assessment tools.

#### 5.6. Class Teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the Inclusion Team and SLT to review each pupil's progress and development and decide on any changes to provision; and
- ensuring they follow this Inclusion policy.

## 6. Provision

### 6.1. Universal Support for all Children

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do. We achieve this in a variety of ways when planning for children's learning by providing activities, resources and support that allow the children to access the National Curriculum.

### 6.2. Supporting Children with SEN

At Barnfield School, we adopt a graduated response that encompasses an array of strategies in order to help children with SEN. We believe in making full use of all available classroom and school resources before seeking help from outside agencies.

Class Teachers provide high quality teaching appropriately differentiated for individual pupils.

Targeted provision includes:

- support with differentiated work in the classroom;



- small group work focusing on targeted areas of need;
- specific individual support from the school or external experts;
- and support is delivered by trained and skilled staff.

Specific intervention/support programmes will be timetabled and implemented with staff.

Staff working with a pupil with SEN will be made aware of any teaching strategies or approaches that are required.

### 6.3. Supporting Children with EAL

A child, who has English as an Additional Language, is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. Children with EAL are not considered to have SEN and are seen to benefit from the ability to live and learn in more than one language.

Children with EAL will have full access to mainstream provision, regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through small group or individual intervention and led by the class teacher, TA or a member of staff from the EMAG team. The following provision can be expected:

- children will be assessed to ascertain the child's English language skills;
- targets will be set using the 'Language in Common Assessment' by the class teacher to support the individual needs of the child;
- work in class will be differentiated for the child to help them to access the learning;
- additional support for pupils may be given through: first language resources and translation facilities;
- teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary;
- and where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling

#### 6.4. Supporting Children with Medical Conditions

Most children at some time have a medical condition, which could affect their participation in school activities. This may be a short-term situation or a long-term medical condition which, if not properly managed, could limit their access to education. The school strives to ensure that children with medical needs receive care and support in our school. Children will not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to school or other activities.

#### 6.5. Supporting Children with Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

#### 6.6. Supporting Looked After Children

Our school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. The school will:

- emphasise emotional wellbeing to support looked after children;
- take a proactive and preventative approach to cater for the child's academic, social and emotional needs;
- give the child a voice and influence to identify what is important to them and influence their own provision;
- and support and sustain children's relationships to be sensitive, understanding and resilient.

## 6.7. Supporting Children with High Learning Potential

There are some children who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum including:

- physical talents (sports, games, skilled, dexterity);
- visual/performing abilities (dance, movement, drama);
- mechanical ingenuity (construction, working solutions);
- outstanding leadership (organiser, outstanding team leader, sound judgements);
- social awareness (sensitivity, empathy);
- and creativity (artistic, musical, linguistic).

Before identifying any child as having high learning potential in a particular area, the school aims to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identifying a child with high learning potential is generally a partnership between family and school. There are no formal attributes. Identification at our school does not necessarily mean that in another school or context the child would be identified.

Provision is made for these children in the individual teacher's daily planning; work is differentiated to make sure that all children, of whatever ability, are encouraged to do as well as they can. In addition to extension and challenge during lessons, children with high learning potential are involved with specialist projects. We keep a record of activities provided for these children to ensure that they regularly receive the additional challenge they need.

## 7. Pupil Voice

The perceptions of children can be invaluable to professionals and parents in reaching decisions. At Barnfield Primary School, we will endeavour to plan to enable children to express their opinion in matters affecting them.

We will:

- seek children's views as part of the statutory annual review process where possible;

- encourage children to have a share in the recording process and in the monitoring and evaluation of their performance;
- be sensitive to the level of understanding and feelings of the child and provide information in a non-stigmatising way;
- and, help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.

## **8. Parent/Carer Voice**

At Barnfield School we aim to treat all parents/carers of all children as partners. We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children. We like to acknowledge and draw on your knowledge and expertise in relation to your child. We focus on your child's strength as well as additional needs.

We will:

- inform parents/carers about the progress of their child;
- always seek permission before referring their child to others for support;
- involve parents/carers fully in discussions leading up to additional support given to children;
- acknowledge and draw on parental knowledge and expertise in relation to their child;
- focus on the child's strength as well as area of additional need;
- recognise the personal and emotional investment of parents/carers and be aware of their feelings;
- ensure parents understand procedures, are aware of how to access support preparing their contributions and are given documents to be discussed before meetings;
- respect the validity of differing perspectives and seek constructively ways of reconciling different viewpoints;
- respect the differing needs the parents/carers themselves may have;
- and recognise the needs for flexibility in the timing and structure of meetings.

We will support parents/carers so that they will be able and empowered to:

- recognise and fulfil their responsibility as parents and play an active and valued role in their children's learning;
- make their views known about how their child is educated;

- and have access to information, advice and support during assessment and any related decision-making processes about additional provision.

## **9. Outside Agencies**

At Barnfield, we will utilise the outside agencies when specific support is required. Outside agencies include but are not limited to:

- Autism Advisory Service
- Barnet Integrated Clinical Services (BICS)
- CAMHS (Child & Adolescent Mental Health Service)
- Early Help Team
- Educational Psychologist (EP)
- Educational Welfare officer
- Hearing Impairment Team
- Inclusion Advisory Team
- Multi-Agency Safeguarding Hub (MASH)
- NELFT Speech & Language Therapy Service (SLT)
- Occupational Therapy Service (OT)
- Paediatric Services
- Physical Disability Team
- Physiotherapy Service
- Primary Mental Health Team
- Private Speech and Language Therapist
- School Nurse / Doctors/ Hospitals
- Social Services
- Visual Impairment Team

## **10. Record Keeping**

Pupil information can be found on Arbor. The pupil records for children will contain information relating to:

- Academic progress including assessments
- School's communication with parents/carers

- Medical information
- Previous school history

Other information such as Support Plans, behaviour records and confidential material will be held securely in school.

In line with 'The Education (Pupil Information) Regulations 2000', the School will provide full pupils records to any receiving school. Such reports will include all information held by the Inclusion Team.

## **11. Complaints Procedure**

At Barnfield School, we recognise the complaints procedure adopted by the LA. However, we do believe that regular liaison between school and parents/carers should enable concerns to be dealt with promptly and effectively in most cases.

## **12. Quality Assurance**

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of inclusion. The SLT, the Inclusion Team and the Governing Body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified.

## **13. Related Policies and Procedures**

This report aims to bring together a range of policies and documents which explain the roles and responsibilities of all the people who work with our children in the school, at home or in the wider community. These are all available either on our website ([www.barnfieldschool.co.uk](http://www.barnfieldschool.co.uk)) or via the school office.

The Inclusion Policy should be read in conjunction with other relevant school policies:

- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour and Relationship Policy

- Children with High Learning Potential/Gifted and Talented Policy
- Complaints Procedure
- Educational Visits Policy
- Equality Plan
- Health and Safety Policy
- LAC Policy
- SEN Policy
- Staff Code of Conduct Policy