

TITLE OF POLICY	Inclusion
COVERAGE	Public
FIRST RELEASE DATE	31/08/2021
LAST RATIFIED DATE	
DATE FOR NEXT REVIEW	31/08/2022
OWNER	Deputy Head Inclusion
REVIEWER	Head of Primary School

Inclusion Policy

1. Aim

At ICS we aim to provide an inclusive education to all students regardless of special educational needs (SEN) or disabilities. ICS has in recent years made inclusion one of its most unique selling points. All children are valued as individuals and their varying needs are supported sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. Some children will need additional support in order to achieve their true potential and where appropriate, may benefit from external support.

2. Statement of Intent

ICS recognises it has a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them. ICS works hard to ensure that there is no discrimination, either directly or indirectly, against SEN/D children.

This policy will:

- Provide a rigorous and inclusive approach to learning for all;
- Make reasonable adjustments for those with a Special Educational Need (SEN) by taking action to increase access to the curriculum and the environment;
- Ensure that children and young people with a SEN engage in the activities of the school alongside pupils who do not have SENs;
- Ensure parent / carers' and pupils' views are monitored and responded to in order to evidence high levels of confidence and partnership;
- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils;
- Ensure a high level of staff expertise to meet student needs, through well-targeted hiring, effective practices, and continuing professional development.

3. Scope

This policy is applicable to all community members (Employees and Governors) involved in including children with SEN/D.

4. Unique Definitions

Inclusion for the purposes of this policy refers solely to the inclusion of children with identified Special Educational Needs and/or Disabilities.

5. Processes and Practices

5.1 SEN/D referral Process

- The class teacher raises concerns with the SENCo and collaboratively completes an Inclusion Referral form, which copy's in their line manager;
- If another adult wishes to refer a child, please liaise with the class teacher;
- Should a parent wish to raise a concern then they should contact the class teacher or tutor in the first instance;
- Student is added to Referral Tracker by SENCo;
- Student is discussed at next Inclusion meeting;
- Step 1 (Optional): Request for more information by member of Inclusion team;
- Step 2: 30 minute observation by member of Inclusion team;
- Step 3: Standardised assessment by member of Inclusion team;
- Student discussed at next Inclusion meeting, teacher informed of outcome;
- Option 1: Case meeting with external specialists;
- Option 2: Further diagnostic testing;
- Option 3: An additional 30 minute observation by a member of the Inclusion team;
- Students discussed at the next Inclusion meeting, teacher informed of outcomes and recommendations.

5.2 Graduated approach to intervention

A graduated approach towards intervention is followed, unless the student is a new starter; there is a significant risk to the student's own health, or the well-being of others. The first intervention stage should always be in-class differentiation by the teacher. When a student has a significant and specific barrier to their learning, then they may receive a group-based provision as the second level of intervention. If this fails, then the student may receive further group-based provisions, or receive provisions delivered one to one by a trained adult as the third level of intervention. A student receiving provisions delivered one to one by a trained adult should have a medium or high level of need, and an Individual

Education Plan in place. If this fails to support the student to be able to access the curriculum, or if they require a highly personalised curriculum beyond the expectations of a well-differentiated classroom, then a Learning Support Assistant may be required. This should always be the final option.

5.3 IEP Process

All students with a medium or high level of need will receive an IEP (Individual Education Plan) which will be reviewed with input from class teacher/s, the main LSA, external specialists, and parents. The IEP will detail classroom strategies, specific attainable targets, information on the student, and more information on their needs. Evidence can be collected in a variety of ways, as detailed in the individual IEP. IEP meetings with parents and key stakeholders will take place on a termly basis, with the aim of reviewing progress, provision and agreeing support strategies as well as specific targets to 'close the gap' with their specific difficulties. IEP implementation will be monitored through a formal observation by the Head of Inclusion, with feedback. IEP Meetings will be booked with parents in the previous meeting, if possible, to ensure consistency.

5.4 SEN/D Register

An SEN/D Register will be maintained by the SENCo, which will detail the student's level of need, their specific difficulty, as well as any additional information including their Individual Education Plan. This will be shared with all staff. A student with a low level of need will be coloured green, and strategies for their individual needs will be signposted. A student with a medium level of need will be coloured orange, and the student will have an IEP and be a candidate for group provisions and possibly for individualised provision. A student with a high level of need will be coloured red; these students will have an IEP and will be candidates for group and individual provisions.

6. Associated forms and documents

[ICS Inclusion Department Referral Form](#)

7. Responsibilities

All employees and Governors involved in policy writing, review or ratification are expected to have read and understood this policy.

Specific responsibilities include:

- Owner - the employee responsible for writing the policy;
- Reviewer - the member of extended SLT or Governor responsible for ensuring that the owner completes the writing task to the necessary standard and timeframe and provides a critical eye for reviewing the document);
- Subcommittees / full Board of Governors- responsible for ratification;
- Head of Inclusion - Ensure the policy is followed.

8. Related information

8.1 Related policies or handbook list

[C&T07 - English as an Additional Language](#)

[C&T06 - Differentiation](#)

[C&T02 - Assessment](#)