Bilingual Primary School
Inclusion Policy
# BPS – Inclusion Policy

Date of Policy:  June 2016, reviewed September 2017

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### 1. Introduction

1.1 The Bilingual Primary School is an inclusive school which welcomes applications from children living in any part of Brighton and Hove because we believe that a bilingual education should be available to everyone. At the Bilingual Primary School we teach a challenging Spanish Curriculum alongside the English National Curriculum. We celebrate each child’s unique life experiences and backgrounds to create an inclusive learning environment where each child feels valued and is given the opportunity to reach their full potential.

We embrace fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs to ensure that all pupils feel safe, happy and included at our school.

1.2 This policy includes information on our school’s strategies to support all our learners, including those learning English as an Additional Language (EAL), with Special Educational Needs & Disability (SEN&D), from a range of backgrounds and vulnerable groups as detailed in the Equality Act 2010. It is inclusive of our whole school community—pupils, staff, parents/carers, visitors and partner agencies with whom we have engaged and who have been actively involved in and contributed to its development.

This Inclusion Policy for the Bilingual Primary School brings together all previous policies around EAL, SEN&D and Equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other areas which have the potential to discriminate against or to devalue any individuals within our community.

1.3 Key contacts

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<tr>
<th>Head Teacher</th>
<th>Deputy Head Teacher</th>
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<tr>
<td>Ms Wendy King</td>
<td>INCO/ SENCO,</td>
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<td>Designated Child Protection Coordinator,</td>
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<td>Anti-bullying Coordinator,</td>
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<td>Assessment Coordinator</td>
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<td>Ms Jo Staveley</td>
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Designated Governor for SEN&D:

Mr Jason Harding Swale
2.1 Roles and responsibilities of the INCO/SENCO:

- Liaise with parents/carers and external agencies.
- Liaise with and advise colleagues.
- Manage the identification and coordination of pupils with Social, Emotional and Mental Health Needs and identify pupils to be placed on the SEN & D register in consultation with parents.
- Be responsible for referrals to outside agencies.
- Attend and contribute, when necessary, to Annual Reviews for pupils with statements/ Education and Healthcare Plans (EHCP).
- Use information provided by parents, teacher assessments and other data available to ensure pupils requiring extra support are provided for appropriately.
- Coordinate provision for pupils with SEN&D.
- Oversee the records of all pupils with SEN&D and disseminate relevant information to all parties.
- Contribute to the in-service training of all staff.
- Monitors the progress of all groups against national standards and put systems in place to close gaps.

2.1 School staff: It is the responsibility of all teachers, TAs and any other school staff to respond to pupils’ diverse learning needs and to make provision within their planning and delivery so that every pupil’s needs are met. The class teacher has ultimate responsibility for ensuring that children’s needs are met.

2.2 The Governing Board is responsible for ensuring this policy is applied and adhered to by all the staff at the Bilingual Primary School. The Board monitors its effectiveness and reviews the policy at each review cycle. They also monitor the progress of all children covered under this policy through termly data review meetings.

3. Special Educational Needs

3.1 Definition: Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

According to the Code of Practice, children have a difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
c) are under compulsory school age and fall within the definition of a or b above, or would so do if special educational provision was not made for them.

3.2 At the Bilingual Primary School, we recognise that all pupils have individual needs, most of which can be met through effective differentiation in the classroom. However, there will be some pupils whose needs are such that they require extra provision/support.
The Bilingual Primary School aims to ensure that every child develops essential skills and positively contributes to the community around them. We aim to help pupils fulfil their potential by having the highest expectations and aspirations for them.

We will:

a) Establish an environment where meeting the needs of pupils with learning difficulties is the responsibility of all staff in the school.

b) Ensure that the needs of each individual child are identified, assessed and provided for, whatever their need or disability.

c) Maximise access to the curriculum taught at our school as far as possible by providing a broad and balanced curriculum which is tailored to meet the needs and abilities of all pupils, both in content and delivery and which is relevant to the pupils whatever their needs or disabilities.

d) Establish procedures, which will allow for the effective assessment, monitoring and review of the progress of all pupils requiring learning support.

e) Promote effective co-operation with all those parties with an interest in the education of pupils with learning difficulties including parents and support agencies.

3.3 What support is available for children identified as having SEN&D?

The Bilingual Primary School provides support for the four categories of need identified in the SEN&D Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

All pupils are regularly assessed by their teacher and their needs are identified. Where necessary, additional support is given through small-group work and targeted interventions, depending on the individual needs of the child. Ways of supporting children at home may be suggested by the class teacher.

There is a range of other support available to the school as described below:

3.4 Arrangements for consulting parents/carers:

- The class teacher remains the 1st point of contact for parents and they are able to discuss any concerns at morning drop off or afternoon pick up, as well as always having the option of making an appointment with them or the SENCO to discuss any specific concerns.
- There are parents’ evenings held termly during which parents discuss their child’s progress with the class teacher.
Termly appointments with the SENCO will be offered to discuss how children identified as having SEN & D are progressing with the support offered either by the school or outside agencies.

The school holds an ‘open door policy’ and invites parents to make an appointment to discuss any concerns with regards to their child with the relevant person.

3.5 Professional support available thorough external agencies

At the Bilingual Primary School, we work closely with the Local Authority to make the most of the extensive professional support available which includes:

- Assessment by a speech and language therapist
- Access to an Educational Psychologist
- Referrals to Seaside View Child Development Centre
- Access to CAMHS (Child and Adolescent Mental Health Service)
- Access to the LSS (Literacy Support Service)

3.6 Evaluating the effectiveness of provision for pupils with SEN & D

The Bilingual Primary School regularly evaluates the effectiveness of SEN&D provision through regular Pupil Progress Meeting with teachers, work scrutiny and learning walks. Plans are in place to further develop provision mapping and learning plans for individual pupils as required.

3.7 How are teachers equipped to support pupils with SEN&D?

All teaching and support staff access regular training facilitated by the SLT. Over the past year this has included training on dyslexia through the local authority, differentiation; marking and feedback; Speech and Language strategies for specific pupils as well as in general, training on phonics and regular visits by the Audiology nurse who also offers training for teachers. If your child has outside agency involvement, the teachers are invited to further training which is specific to the individual.

Resources needed for supporting pupils with SEN&D are budgeted for to ensure the school is adequately equipped.

Support will be provided in a staged approach which is as follows:

- Wave One: Inclusive Quality First Teaching (QFT) (this draws on a repertoire of teaching strategies and techniques that are closely matched to the specified learning objectives and the particular needs of the children and young people in the class) ensures that classroom practice reflects the needs of the pupils. All teaching staff receive advice and guidance both on general strategies for supporting areas of need, and specific strategies for individual pupils.

- Wave Two: Specific interventions support for pupils who are not making progress despite implementing effective QFT strategies. These may be class-based or pupils may work outside their classroom for a short-term timed intervention.
• Wave Three: A small number of pupils may require specialist and personalised interventions. These may be class-based or pupils may be withdrawn for a timed intervention. Advice and support from outside agencies will be sought and implemented.

From Sept 2016 we will have a team dedicated to providing support for pupils in waves 2 and 3:
• A TA/ Learning Mentor offering support for pupils with emotional or social needs.
• For older year groups, a TA to support pupils with dyslexia or difficulties with literacy and Speech & Language. They will also run Narrative Therapy for older pupils.
• For younger pupils, a TA to run Narrative Therapy and School Start as well as Speech and Language Therapy.
• A TA who supports reading through Reading Partners which aims to improve pupils’ comprehension, speaking and listening skills.

3.8 Parental Involvement

The school will encourage parents to participate in their child’s education through:
• Sending regular information on their child’s progress from the school.
• Making suggestions for working with their child at home.
• Inviting parents and carers to come into school to discuss their child’s progress.
• Encouraging participation at review meetings.
• Transition Arrangements: the school works closely with its feeder nurseries to ensure the smooth transfer of all pupils but especially those with SEN&D. As the school grows, arrangements for transition to secondary school will be put in place. Parents are encouraged to be part of the transition arrangements.
• At the end of each academic year, the class teachers and SENCO meets with the new teachers to ensure all relevant information about pupils is passed on. New teachers are invited into school before the end of the academic year to allow the class to meet them.

3.9 EHCPs

An EHCP (Education Health and Care Plan) is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. EHCP plans are available from birth to a maximum of 25 years of age.

An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment, known as statutory assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.

If the LA declines to issue an EHC plan, the parent/young person must be informed of the reasons and that they have the right to appeal to the Special Educational Needs and Disability Tribunal.

If the decision is to issue an EHC plan, the LA must first issue a draft EHC plan for the parents or young person to consider.

3.10 Pupil Involvement

It is important for us as a school to hear pupils’ voices. Our marking and feedback policy ensures that children are aware of what they are achieving well and the next steps in their learning. Children
with ILPs are encouraged to share their views on how we can support them to move their learning forward.

4. **English as an Additional Language**

4.1 By the nature of our unique school, we celebrate languages and recognise that children who speak an additional language have an added skill that should be celebrated. We are fortunate to have a staff team that has experienced learning another language and therefore have a good understanding of the process and challenges as well as how to provide good support to learners.

4.2 We have a number of pupils who are learning English as an additional language and to ensure they make the necessary progress to access the teaching in English as part of the National Curriculum, teachers plan lessons taking into account individual children’s language needs. Some pupils may be identified as needing additional support in or out of class in a small group setting or on a 1:1 basis with a teacher or TA.

4.3 Pupils who have English as an additional language and a Special Educational Need are identified and their needs addressed. The school’s assessment procedure takes into account if progress is affected by a special need or because the child is learning English and cannot yet fully access the curriculum and adequate intervention in put in place accordingly.

Pupils learning EAL are **not** regarded as having a Special Educational Need if this is the only factor that impacts on academic progress whilst the child is learning English. To ensure good communication with parents who have EAL we are able to provide an interpreter e.g. for meetings if there is a need for this.

5. **Equality**

5.1 Our school within the wider context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides information about the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We use this data to plan improvements that will benefit our school community.

The Bilingual Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from less favourable treatment, harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

5.2 Commitment to Equality
We recognise that it is unlawful to discriminate against a pupil, parent, prospective student or a member of staff by treating them less favourably if they have protected characteristics (as set out in the Equality Act 2010):

- age,
- marriage and civil partnership
- gender,
- gender reassignment,
- sexual orientation,
- race,
- disability,
- religion or belief
- pregnancy or maternity

The Bilingual Primary School will take any act of discrimination very seriously and will follow up accordingly by following the school’s code of conduct and applying any relevant policies.

5.3 Teaching and learning

We strive to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Monitor attainment data by the protected characteristics (where possible) and action any gaps
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Develop a range of materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local and wider context
- Encourage discussion amongst staff and pupils of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Celebrate diversity.

At the Bilingual Primary School we recognise that we have the unique advantage of working within two cultures, Hispanic/Spanish and British, and we aim to make the most of this unique opportunity in everything we do.

5.4 Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents/carers, including those with no religious belief, and accommodate reasonable requests relating to religious observance and practice.

Our curriculum includes coverage of all the world religions to promote understanding and this may be done in class or in weekly assemblies.

5.5 Our Staff
We comply fully with legislation which protects our staff (including teachers, teaching assistants, student teachers and volunteers) from discrimination based on the protected characteristics.

With regard to disability, we are committed to making reasonable adjustments to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators. We will promote equality and avoid discrimination and prejudice against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class and respond to and report any equalities related prejudiced based bullying and incidents in line with school policy.

5.6 School curriculum and diversity

Through our school ethos and curriculum, we want our pupils to better understand the diversity that exists in society, for example, through weekly assemblies during which different cultures and beliefs are explained and celebrated and through themes across the year such as Black History Month. We provide opportunities for them to explore and understand the complexities of equalities issues.

In the case of discrimination, we will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses and by applying relevant policies and the Code of Conduct.

5.7 Involving the school community in the development of our equalities practice.

The development of this policy and of our equalities objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups including:

- Our pupils
- Our staff
- Our school governors
- Parents/carers
- Minority, marginalised and potentially vulnerable groups
- Our partners in the community

We are working to establish good links with our local and our wider community. By listening to those within our community, we are able to identify new areas of work and improve existing approaches.

6. Pastoral Care

6.1 We actively encourage pupils to speak to members of staff if they have concerns or worries and we communicate with parents regularly through face to face discussions or through the use of a
home-school contact book when necessary to ensure the school and parents/carers are able to share any concerns or important information about a child’s well-being.

6.2 As the school grows we are working on developing the support available to pupils through the development of learning mentors and training key staff on specific areas of need such as dyslexia and speech and language.

7. Attendance

7.1 As an inclusive school, we will work in partnership with pupils, parents and carers to support our pupils in achieving their potential. Pupils thrive in a structured environment and benefit most when any additional support is consistent.

7.2 When pupils are away from school they may miss out on additional academic support and may find it more difficult to access learning. They will often miss out on the pastoral support available to them if they have worries or concerns about school or home life. It is therefore essential that pupils achieve at least 96% attendance where possible, in order to enable them to access all the available support. The school understands that due to serious medical conditions this may not be always possible and will liaise directly with parents when this is the case.

8. Glossary

- SEN&D: Special Educational Needs and Disability
- EAL: English as an Additional Language
- SENCO: Special Educational Needs Coordinator
- INCO: Inclusion Coordinator
- TAs: Teaching Assistants
- EHCP: Education, Health and Care Plan

9. Useful Documents

SEN&D Code of Practice

Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance#equalities-act-2010-legislation

Children and Families Act 2014 CHAPTER 6

Brighton and Hove Local Offer
http://www.brighton-hove.gov.uk/content/children-and-education/local-offer

School Policies
Available from the website: http://www.bilingualprimaryschool.org.uk/brighton-hove/primary/bilingualprimaryschool/site/pages/documents/policies