



TERRA NOVA
SCHOOL

Inclusion Policy

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS)

Reviewed: April 2025

Next review: April 2026

Inclusion Policy

Aims

The main purpose of this document is to provide practical guidance and information about our approach and procedures that will enable all partners¹ to work together for the benefit of children who require extra support, in whatever form, to ensure they are able to engage as fully as possible with every aspect of the school. As such, this policy covers the following areas:

1. Special Educational Needs and Disabilities (SEND)
2. English as an Additional Language (EAL)

If a child has an Educational Healthcare Plan (EHCP) or has English as an Additional Language (EAL), prospective and current parents can contact the school SENDCo for more detailed information about the support we offer.

Special educational needs and disabilities (SEND)

We fully support the general principles as detailed in Part 3 of the Children and Families Act 2014 and the SEND and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014) and the Equality Act, 2010, Keeping Children Safe in Education (2022) and Education (Independent Standards) Regulation 2014.

Our **Inclusion Team** supports pupils with **SEND and EAL**, and is made up of our SENDCo, and SEND/EAL teaching assistants. Our Inclusion Register lists all these pupils. The LRC is our Learning Resource Centre.

Mission statement

At Terra Nova we aim to:

- provide a caring and supportive community in which every individual is valued and where each child can be given the opportunity to develop to their full potential;
- ensure that pupils with SEND needs and their parents will know that they are valued through discussion and support;
- provide parents and students with a voice in decision making;
- give children with SEND access to a broad and balanced curriculum as defined in our curriculum policy documents and Staff Handbook;
- support and teach pupils strategies enabling them to make informed decisions;
- support children with SEND in the development of literacy, numeracy and thinking skills;
- to foster each child's intellectual, physical, emotional, spiritual and moral development.

Definition of special educational needs and disabilities, as defined by the SEND Code, 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 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.

¹ Staff, parents, governors and pupils.

Children must not be regarded as having a learning difficulty solely because the language or form of language at their home is different from the language in which they will be taught. Please consult the EAL section, detailed below, for further guidance.

Provision for children with SEND

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. This is particularly true at Terra Nova, where students in all Junior classes and Set 2 core Senior lessons benefit from TA support. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Terra Nova is proactive in identifying and providing for the needs of children with SEND: every child in the school is entitled to a broad and balanced curriculum and has equal rights of access to it.

All teachers are expected to familiarise themselves with and cater for each child's SEND. This will be achieved by face-to-face discussions with parents and Inclusion Team members, a detailed profile on the Inclusion Register and close monitoring and updating of targets, as needed.

All staff will also be aware of the strategies to put in place when dealing with pupils who have behavioural difficulties. All relevant staff will be informed about any medical issues a student may have, including how this may affect their ability to learn.

The school has a three-year 'Accessibility Plan', which details how access to the school, as well as our provision and physical environment, can be improved for pupils with disabilities. Disabled pupils refers not only to those with physical disabilities, and is extended to include those with mental health or learning disabilities, if they meet the legal definition of 'disability'²

The Learning Resource Centre (LRC)

The Inclusion team is based in the Learning Resource Centre³. The SENDCo and a small team of specialists use this and the Sharman Suite as their bases for teaching and working. One-to-one lessons, specialist small group provision, and parent meetings will usually take place in these venues.

Admission procedure for pupils with SEND

Pupils entering the school who are known to have SEND will be considered for a place following:

- Discussion with the parents;
- Inspection of previous records of attainment and reports;
- Inspection of reports from specialist agencies such as educational psychologists, speech therapists etc;
- Internal assessment of the child by Terra Nova, discussions with the parents and child about their needs, and consultation with all relevant staff including the SENDCo;
- The SENDCo and a relevant member of staff may choose to visit the child in their current setting;

Several factors will affect the decision about entry:

- Assessment of academic potential, taking into account other areas of strength;
- Parental support;
- Availability of appropriate support within Terra Nova;
- The child's behaviour in their current setting.

² The Equality Act 2010 defines a disability as 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal, everyday activities'.

³ LRC

Internal Identification of Pupils with SEND - Pupils may be identified by:

- i) Progress Tests in English and Maths/CAT4 or similar tests with a resulting Standardised Score below 90 or showing a considerable discrepancy between individual scores (e.g. between Verbal and Non-Verbal Reasoning);
- ii) GL Dyslexia Screener assessment tool;
- iii) Professional judgement of teaching staff;
- iv) Concerns of parents;
- v) Concerns from the previous school.

Procedure for referral: Assess, Plan, Do, Review (SEND Code 2014)

SENDCO/Head of Academics/subject/form teacher (Assess)

Class teachers and other staff will use teacher judgment, formative assessments and summative assessments to assess need. Parents may also raise concerns about their child's educational needs.

With parental consent, an 'Inclusion Referral Form' will be completed by the member of staff making the referral, which is submitted to the SENDCO.

The SENDCO will observe the student and consider whether informal in-house or formal external assessments may be warranted. External assessments, conducted by trained professionals, will incur a charge.

SENDCO/Head of Academics/subject/form teacher (Plan)

Discuss action to be taken in and outside of the classroom. Action may include, but is not limited to, one-to-one specialist intervention, small group intervention, in class support from an additional adult and close monitoring, the introduction or extension of reasonable adjustments in class. There may be an additional charge for some forms of specialist support.

SENDCO or class teacher (Do & Review)

To ensure that a pupil has an appropriate package in place and that the head teacher, staff, parents and pupils are informed as to action required, all pertinent information is kept in electronic form. Information regarding pupils on the Inclusion Register is updated and all staff are able to access it. Any related hard copies of documentation are kept in a locked filing cabinet in the LRC.

Organisation of Provision

In order to support pupils who have SEND, Terra Nova has adopted, as recommended in the SEND Code 2014, a graduated response that encompasses a range of strategies.

- i) At the beginning of each term a list of pupils requiring additional support is drawn up and a timetable of support agreed. This timetable is constantly reviewed in accordance with pupil needs, parental wishes, and suggestions from teaching staff.
- ii) Pupils are placed on the SEND List of Pupils as appropriate to their needs. We use graduated terms to classify pupils according to need. These terms are:
 - i. **Monitor:** Possible areas of concern have been identified but do not require any additional support other than well-differentiated quality first teaching.
 - ii. **Targeted Support:** Small group intervention or in class support from a teaching assistant, which is in addition to what is provided for other children.
 - iii. **Individual Support:** Following a named literacy or numeracy intervention programme on a 1:1 basis usually with a TA, or other specifically targeted 1:1 work with a TA.

- iv. **Individual Support Plus:** This generally applies to our children who have one-to-one support outside the classroom, delivered by an appropriately qualified specialist e.g. AMBDA or SaLT.
 - v. **Educational Health and Care Plan (EHCP):** This includes students in relation to whom the Local Authority has drawn up an EHCP, which may include funding for additional support, such as a part or full time 1:1.
- iii) The List of Pupils is updated as necessary following review and is dependent upon the pupils' movement between stages.

Responsibilities for coordinating provision

Full responsibility for coordinating provision for children with special needs lies with the SENDCo.

Pupils being **Monitored** or receiving **Targeted or Individual Support** will be reviewed by the class or subject teachers in the usual way, through termly Pupil Progress Meetings overseen by the SENDCo and Assistant Head Academic. Parental feedback will be via the class or subject teachers.

Pupils receiving **Individual Support Plus** or who have an **EHCP** will be reviewed termly by the SENDCo and the specialists providing additional support. Parental feedback meetings will be with the SENDCo.

Role of the SENDCo

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- Liaising regularly with the 1:1 specialist teachers, particularly around the Pupil Progress Meetings;
- Liaising with the relevant designated teacher where a looked-after pupil has SEND;
- Advising on a graduated approach to providing additional SEND Support;
- Ensuring that the Inclusion Register is kept up to date;
- Liaising with parents of children with SEND on arrival at Terra Nova, or when an Inclusion Referral has been submitted, or for annual parent feedback meetings;
- Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEND support and advice to a child and their family;
- Being a key point of contact with external agencies, especially the LEA and LEA support services, providing information for EHCP Needs Assessments and Annual Reviews;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority;
- Ensuring, with the head teacher and school governors, that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Access to the curriculum

It is intended that all pupils with any type of SEND should:

- be fully integrated into Terra Nova;
- have full access to the curriculum unless special arrangements have been made with all concerned;

Differentiation should ensure full curriculum access. Where subjects are dropped, for instance a foreign language, the decision is taken in the best interests of the child, following detailed consultation with parents, students and staff involved. Except in exceptional circumstances, students do not give up a subject until the final year of school, and only when agreed with by their secondary school of choice.

Support Plans

All pupils with SEND will be monitored on the Inclusion Register. For all pupils receiving **Targeted Support Individual Support, Individual Support plus** or who have an **EHCP**, a one page Support Plan is created. These records are accessed via the Inclusion register and include:

- Nature of needs
- Support provided by teaching staff and other professionals
- Targets
- Students' responsibilities in terms of accessing and making good use of support provided
- Parents' undertakings to ensure that agreed recommendations and strategies are carried through to the home environment.
- A link to the student's inclusion folder, where specialist reports and Access Arrangements documentation can be found

If further advice is required, an outside agency will be involved. If it is agreed that a formal assessment by an outside agency is necessary, this is organised by the parents, with support from staff, if required. .

A separate 'Student Information Sheet' is produced by the specialist support tutors. This is available to all staff and parents to examine. It documents the individual scheme of work being followed by any particular child. A link to this document can be found on the Support Plan.

Arrangements for Support Plan review

Pupils receiving **Targeted Support, Individual Support, Individual Support plus** or who have an **EHCP** will have their support package reviewed each term and will focus upon:

- Progress made by the child;
- Effectiveness of the education plan;
- Contributions from the parents and the child ;
- Updated information and advice;
- Action to be taken in the future.

The review follows the following procedure:

1. Parents of pupils with Targeted Support and Individual Support are provided with feedback with the Class teacher at the Parent Teacher Consultations (2x per year). The SENDCo is in attendance at the termly Pupil Progress Meetings with Class Teachers to oversee the targeted support that is provided in class.
2. Parents of pupils with Individual Support Plus or an EHCP will be invited to review progress with the SENDCo at least twice a year. Specialist teachers will also be invited to the review or will provide a written report.

The system will be flexible, allowing pupils to move between the stages of Monitor, Targeted Support and Individual Support/Plus.

Annual Review for Children with a Statement of Special Educational Need or an Education Health and Care Plan (EHCP):

- Regular liaison with parents occurs whenever necessary and can be initiated by either school or home.
- Clear lines of communication between home and school, together with effective exchange of information is encouraged;

The SendCo, on behalf of the School, will support the LEA's review by:

- Inviting all concerned to attend the review meeting;

- Collecting and collating written advice from staff;
- Seeking views of parents and child;
- Circulating information to all attending the meeting;
- Writing a report following the review and submitting the report to the LEA by a specified date;
- Circulating copies of the review to all attending the meeting.

English as an additional language

Terra Nova aims to provide equal access to educational opportunities for children with English as an additional language, and to assist pupils to become competent users of spoken English. We aim to promote and develop self-esteem and confidence of these pupils

Provision for children with EAL

EAL children, whatever their level of English, are based within the mainstream class. Pupils benefit from continued exposure to English, with modelling from their peers. However, our additional provision is flexible and tailored to individual need. Types of provision may include one or more of the following:

- In-class support by the teacher;
- Differentiated work;
- In-class support from a teaching assistant;
- In-class support from a dedicated Inclusion Teaching Assistant;
- In-class support from a Gap Student, particularly in Games;
- Withdrawal from main lessons for small group support, provided by Inclusion or other suitable staff
- Withdrawal from main lessons for one to one support, provided by the Inclusion or other staff ;
- All teaching staff will be provided with periodic training to allow them to support EAL pupils to the best of their ability.

High levels of support will incur an additional charge.

Tracking progress

Tracking the progress of EAL students takes place in the following ways:

- Baseline testing during the Admissions process or on arrival at TN.
- Regular liaison with teaching staff and the SENDCo through regular meetings to discuss progress;
- Summative assessments in the form of standardised testing, end of unit tests and internal end of year exams;
- Formative assessment through close observation, marking of classwork, progress in social interactions.
- Regular reassessments by the EAL Teacher or another Inclusion staff member.
- A one-page Support Plan will be compiled for all EAL students who require additional support to access the curriculum. This document will include the support roles and strategies for the pupil, staff and parents.

If progress does not follow the anticipated trajectory, the class teacher and SENDCo will develop an IEP, putting in place any necessary interventions to ensure continued progress. Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Terra Nova looks carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Gifted and talented

Terra Nova School is committed to providing a learning environment where all pupils receive the support and challenge necessary to help them to develop their full potential, including gifted and talented pupils. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture and develop them. For further information, please refer to the Curriculum Policy.

Monitoring and evaluation of this policy

The SLT and SENDCO will monitor the implementation of the policy jointly.

They will:

- Monitor all whole school policies, schemes of work, etc, to promote the needs of all pupils as outlined in this Policy
- Monitor teaching and classroom practice, through a programme of lesson observation and work scrutiny, to ensure these needs are being met
- Endeavour to lead the teaching staff in keeping abreast of new developments/initiatives
- Review this Policy, and its effectiveness, on an ongoing basis.

Complaints procedure

Terra Nova is prepared to recognise and respond to any parental or pupil complaint. Parental complaints procedures should be followed in line with the school's own 'Parental Complaints Policy'.

Equality act 2010

The School complies with current legislation which outlaws discrimination (without justification) against disabled pupils and prospective pupils in admissions procedures.

This policy should be read in conjunction with these related policies: Curriculum, PSHEE, RSE, SMSC, Careers.