



Inclusion Policy

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Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

Policy Statement

The school aims to provide a broad, rich and balanced curriculum to enable all children to achieve their full academic potential. We have a strong focus on sport, creative arts and outdoor provision and offer a varied and extensive co and extra-curricular programmes. Ghyll Royd is non-selective but has a scholarship scheme to encourage more able students to access the school. Children at the school and pre-school are regularly assessed and suitable targets are set for further improvement. Our school and pre-school progress tracker is 'Classroom Monitor' (see assessment policy for further details). Upon leaving the school in Form 6 our children attend a broad range of independent, 11+ entry and state secondary schools.

Aims and objectives.

- The aims of this policy are to promote good practice in the school and pre-schools detection and management of those children with additional learning needs, to explain the support that the school can provide for children with additional learning needs and to detail the co-operation the school and pre-school will require from parents.

Additional Learning Needs Criteria

- Children have additional educational needs if they have a difficulty referred to by an Educational Psychologist, Doctor/Consultant or Paediatrician which calls for special educational provision to be made for them through a care plan.
- Children have a learning difficulty if they have a significantly greater difficulty in learning than children of the same age.

- Children have a disability if that impairment prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the local Education Authority.
- The expression 'learning difficulty' covers a wide range of conditions and may include; dyslexia, dyspraxia, ADHD, physical disability, semantic processing difficulties and problems which arise from emotional and behavioural difficulties. It also includes children who have eyesight/hearing problems and those children who have been diagnosed as being on the autistic spectrum.
- Learning difficulties may affect children who have a high IQ as well as those who have a lower IQ and ability.
- Children who are under five (5) and fall within the previous two criteria or would do so if special education provision was not made for the child.

Procedures.

- To ensure that the needs of all children are identified regardless of gender, ethnicity, religion, sexual identity, physical ability or educational ability and that systems are put into place to support the child. Primarily this will be through differentiated activities within the classroom planned by the Form Teacher then small group support with a teaching and learning support assistant. Additional specialist support may be provided by external agencies and or one to one support financed by the parent.
- To ensure that children requiring support beyond that provided by differentiated work have an Individual Educational Plan (IEP) monitored by the classroom teacher and the Special Educational Needs Co-ordinator.
- To develop a partnership with parents and consult with them to support their child's education if it is agreed that their child is meeting the Additional Learning Needs Criteria.

Identification of children with additional needs

- Following a concern being raised by a parent or teacher regarding a child's progress, the child will be monitored through assessments. Further testing may then be carried out by the Special Educational Needs Co-ordinator and Form Teacher.
- If deemed necessary, a programme of teaching and learning support will be planned for and implemented by the Form Teacher and Special Educational Needs Co-ordinator.
- Regular reviews of progress will take place and parents will be consulted should an outside agency support be necessary.
- If a consultation with an Educational Psychologist is required then this would be funded by parents.

Referral for Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by the school but can be requested by the parent. A statutory assessment process is a detailed investigation to find out exactly what your child's special educational needs are and what special help your child needs. A statutory assessment is only necessary if the school or early years education setting cannot provide all the help that your child needs or where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need to plan provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting. The application for an Education, Health and Care Plan will combine information from a variety of different sources including:

- Parents
- Form Teachers
- Special Educational Needs Co-ordinator
- Social Care
- Health Professionals

Education, Health and Care Plans (EHC Plans)

- Following the statutory assessment process, an Educational Health Care Plan will be provided by City of Bradford Metropolitan District Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the Educational Health Care Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the Educational Health Care Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of teaching and learning support.

Responsibilities of the Special Educational Needs Co-ordinator

- To ensure that the objectives of the Inclusion Policy are reflected in the practice of the school and to ensure that all staff understand and are familiar with and follow the Inclusion Policy.
- To promote effective relationships with parents of children with additional needs and to liaise with other professional agencies.

- To support staff in meetings/reviews with parents of children with additional needs and to promote staff development. To ensure support is available for staff with children with additional needs.
- To maintain records for all children with additional needs and that Individual Educational Plans are in place for those children.

Admission arrangements for children with additional needs criteria

If a parent has expressed an interest in a place at Ghyll Royd School or Pre-School for their child, they will be requested to allow their child to spend up to two consecutive days with us. During that time the school or pre-school will assess their child's needs and decide as to whether the school or pre-school can meet those needs. Staffing ratios may affect the school's ability to offer suitable provision for some children. Individual cases are discussed between the family and the Headteacher and we aim to respond appropriately to each child's individual needs.

Specialist facilities and staffing

Ghyll Royd School and Pre-School has ramps at the front and rear of the building and a Disability Access Plan is in place.

Staff Training

- In-house training during staff meetings
- Training offered by Bradford Early Years Inclusion Unit
- Training courses offered by other external agencies.
- The Special Educational Needs Co-ordinator and the Headteacher are responsible for monitoring and evaluating the Inclusion Policy and for keeping it regularly updated.

The Role of the Governing Body

The Governing Body has due regard to the Department of Education's Special Needs Code of Practice when carrying out its duties toward all children with additional needs.

The Governing Body will endeavour to secure the necessary provision for any children with additional needs. The Governing Body ensures that parents are notified of a decision when extra provision is being provided by the school.

Complaints Procedure

Any parent with a complaint in relation to provision for their child should refer to the school's Complaints Policy that can be obtained from the school office or viewed on the school's website.

Links with Other Settings

A child with additional needs transferring to another setting will have all documentation regarding provision made available to their new school. The Special Educational Needs Co-ordinator will visit the new setting and discuss the child's difficulties and any provision that has taken place at Ghyll Royd School or Pre-School.

Links with Support Services and Other Agencies

The Special Educational Needs Co-ordinator has links with the school nurse, speech and language services, and has contact with Bradford Education Authority who offer help and support in the Early Years setting.

In Service Continuous Professional Development

Ghyll Royd School and Pre-School aims to keep all school staff up to date with relevant training developments in teaching practice in relation to children with additional needs.

The Special Educational Needs Co-ordinator attends relevant Special Educational Needs courses and facilitates/signposts relevant Special Educational focused training opportunities for all staff.

We recognise the need to train all our staff on Special Educational Needs issues and we have funding available to support this continuous professional development. The Special Educational Needs Co-ordinator with the senior leadership team, ensures that training opportunities are matched to school development priorities.

- Foundation Stage Profile. (Learning Journey) **EYFS**
- Initial 2 year check when entering Little Adventurers. (2-3 year olds) **EYFS**
- Three month progress checks/ tracking relating to the EYFSP.**EYFS**
- Baseline assessment as entering and leaving the Reception class. **EYFS**
- Termly phonics assessment in the Reception class. **EYFS**
- Formal Screening Check Year 1
- Termly Spelling and Punctuation Tests Year 1 and 2
- SAT Tests for Year 2 and 6
- Termly Writing and Reading assessments using measured end of year expectations to inform classroom monitor (Rising Stars).

- Half termly Mathematics assessments using Active Learn Assessments and measured end of year expectations to inform classroom monitor (Rising Stars).
- GL Reasoning Tests.
- Termly Pira Reading Tests