



HAWTHORN PRIMARY SCHOOL INCLUSION POLICY - September 2025

Our vision

At Hawthorn we aim to provide a broad, balanced curriculum that fulfils all statutory requirements. We also believe that every child is different and has the ability to excel. Our school is committed to finding each child's special ability and allow that to flourish and develop so that each child knows what they are good at. We aim to develop positive self esteem and a firm sense of community.

We are committed to ensuring that all children.

- stay safe
- be healthy
- enjoy and achieve
- achieve economic well being
- make a positive contribution

We have ensured these are embedded in everything we do within school. Above all we work to ensure the children are happy and secure and enjoy school.

We aim for every child to achieve the highest academic standards as possible and work closely with children and their families to achieve this.

Wherever possible we aim to provide real life experiences and extra curricular opportunities that enrich learning and encourage children to become lifelong learners.

Hawthorn School celebrates difference and diversity and does not tolerate prejudice or discrimination in any form. We believe that by working together we can achieve a great deal. We ensure that the curriculum is well matched to cater for all our pupils including those with specific special educational needs.

At Hawthorn, Inclusion is concerned with the learning, participation and equal opportunities of all pupils.

Our commitment to Inclusion is evident in the ethos, values and vision, in the welcoming environment, day to day running of the school, the planning, the resources used, a range of teaching styles, the delivery of the curriculum and in The Local Offer.

For us, Inclusion is an equalities issue, a human rights issue and a moral issue.

In practice this means removing barriers to accessing learning, the curriculum, other aspects of school life (e.g. lunch and break times), the environment and out of school activities. It also means a flexible approach to teaching and learning and a commitment to the employment of qualified and experienced staff to work with Hearing Impaired Pupils, a Leader for Inclusion, dedicated Pastoral Staff.

The Inclusion Policy applies to staff, governors, pupils, parents/carers, visitors, and other agencies.

We are committed to the school being a community and the involvement of the wider community.
We are committed to lifelong and family learning.

It is our intention to model Inclusion with the make-up of the staff and the Governing Board being representative of the community.

Special Educational Needs Policy Statement

The fundamental principles of the SEND Code of Practice are as follows:

- A child with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balance and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum

Definition

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. (SEN Code of Practice 2014).

(Children are not regarded, as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught)

Special educational provision means:

- Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in maintained schools (other than special schools), in the area.

Objectives

At Hawthorn our aims for all children, including those with special needs, are as follows:

We aim to create an environment where....

- All children are valued and respected for who they are and the contributions that they make.
- All children feel supported, encouraged, and are enabled to develop their full potential.
- Adults and children work positively together.
- Expectations are high, realistic, and achievable.
- Resources and facilities enable **all** children to access the curriculum successfully and are fairly distributed.
- All children feel safe, secure, and happy, in a place, which is stimulating and enjoyable, and allows them to develop – academically, creatively, socially and spiritually.

The Management of Special Educational Needs; Roles and Responsibilities

Responsibility for co-ordinating provision for Special Educational Needs within the school is held by The Inclusion Leader Mrs Cook, and the SENCOs, Miss Rowaiye and Mrs Parry who work closely with the Headteacher, Governing Board, Teaching Staff, Support Staff, parents and a range of external agencies.

Responsibilities of the Governing Board

(In co-operation with the Headteacher)

- Determining the school's general policy and approach to provision for children with SEND
- Establishing appropriate staffing and funding arrangements
- Appointing a governor with special responsibility for SEND and Pupil Premium pupils to monitor closely the school's work on behalf of these vulnerable groups

The appointed governors with responsibility for SEND at Hawthorn Primary are Mr Roger Carter and Mr Russell Clarke.

Responsibilities of the Headteacher

- Managing all aspects of the school's work, including provision for those children with SEND and Pupil Premium
- Keeping the Governing Board fully informed
- Working closely with the school's Leader for Inclusion

Responsibilities of The Inclusion Leader

- Co-ordinating provision for those children with SEND in line with the school's Inclusion Policy
- Advising and supporting other practitioners within the school setting
- Ensuring that appropriate, Provision Plans and Education Health and Care Plans are in place.
- Ensuring that relevant information about children with SEND is collected, recorded, and updated
- Liaising with the parents of children with Special Educational Needs
- Ensuring staff receive appropriate SEND CPD
- Liaising with external agencies including the LA's support and Educational Psychologist
- Tracking the progress of those children with SEND,
- Co-ordinating and chairing review meetings, with parents and outside agencies.
- Being responsible for writing Whole School Inclusion Plans and ensuring their implementation.

Responsibilities of all teaching and non-teaching staff

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Being involved in the development and implementation of the school's Inclusion Policy
- Using The Birmingham Toolkit to support pupils in meeting their individual targets
- Considering pupil targets when planning for SEND pupils

Admission arrangements

Children with Special Educational Needs who are due to be admitted to the school at any age should be accompanied by the appropriate documentation giving details of the support given to date. This should include the advice and recommendations of any external agencies involved. It is then the school's responsibility to cater for the child's needs in the context of available resources. Where there is doubt regarding the suitability of a mainstream placement for a child with an Education Health Care Plan, further advice and support will be sought from outside agencies, before a decision is made, in consultation with the Parents and SENAR*

*Special Educational Needs and Review Service.

SEN Specialisms and Special Units

At Hawthorn School, we have a Hearing Resource Base.

Resource Base for the Hearing Impaired

The Resource Base provides for the special educational needs of primary age children with identified impaired hearing (EHCP). The children travel from the North, East and Central areas of the city. There are 10 places available with a usual maximum of three children in any one-year group.

Specialist Facilities

There are four Hearing Resource Base classrooms in the Resource Base within school. Two of these have an adjoining small room, which is used for individual work, speech, auditory perception hearing tests and testing of aids. All these rooms are acoustically treated to improve the listening environment for specialist teaching. Radio hearing aids are available for all children and are maintained by the Audiological Technicians employed by Birmingham Local Authority. There are facilities for testing hearing, and speech and listening skills. There is also a test box and other specific equipment, for instance audiometer and sound level meter.

Parents are encouraged and welcomed to visit the school as this provides opportunities for ensuring a co-operative approach to learning by teachers and parents. As parents rarely have the opportunity to collect their children from school each day, contact is maintained via a home/school book, which the child takes home with messages and/or notes on what has happened during the school day. We ask the parents to do the same for what has happened at home. This helps to provide the home/school link which otherwise might be difficult to maintain.

In addition to the specialist provision all the facilities of a primary school are available to the children. We work collaboratively to deliver a mix of small group teaching and a mainstream classroom environment.

Personnel

The Resource Base has one Teacher of the Deaf (completed in September 2024) and one Teaching Assistant (Hearing Impaired Specialised).

Teachers and support staff are flexible in where they are deployed across school.

Close links are maintained with the Sensory Support Service, and Hearing Aid Technicians (based at City Hospital), the Children's Hospital Services for the Hearing Impaired and Speech Therapist and other professionals e.g. Audiologist. Clinics occur termly in school with specialist Doctors, where parents and carers are encouraged to attend.

Facilities for disabled pupils and adults

A ramp and handrail have been built from the KS1 playground to the main school building. There is also an accessible ramp from the reception classroom to the Reception playground. There are two specially adapted children's toilets in the EYFS building and an accessible toilet in the main school building along with a High-Riser Wall Mounted Changing Bench. There is also a lift to assist individuals with motor difficulties to access the upstairs classrooms. The school's accessibility plan can be found on the school's website.

The Allocation of Resources

The Headteacher and governors prioritise staffing when delegating funds for SEND at Hawthorn.

Classroom Support

All teaching assistants have copies of individual targets taken from The Birmingham Toolkit or EHCP's for the classes they are attached to – class teachers and TAs are responsible for ensuring the delivery of these and for seeking advice from the Leader for Inclusion as and when necessary.

The Inclusion office enables effective storage and access to SEND documents. There are specialised SEND Resources within the Hearing Resource Base which may be used to support SEND pupils and needs across the whole school and further SEND resources stored in Hearing Resource Base classrooms.

SEND Funding

Arrangements in Birmingham involve funding being delegated directly to schools, to meet the needs of children with Special Educational Needs.

Funding for the external agencies; pupil school support, speech and language and the Communication and Autism Team are centrally held at present. Extra hours can be 'bought in' from some agencies.

The school purchases the hours of support required from the Educational Psychology Service.

Funding for those pupils with an EHCP is assessed through Element Funding. The school is allocated a budget for Special Needs in April of each year and uses this to fund support for the children with additional needs. There is also termly devolved funding for pupils who have higher needs detailed in an EHCP or Send Support Provision Plan.

Resources are funded by the school (books, games, ICT etc).

Identification, Assessment, Record Keeping and Review

The school follows closely the guidance and regulations outlined in '*Special Education Needs and disability Code of Practice*' issued by the DFE, September 2014). School are aware of the changes to the new Code and Practice and the changes involved in the systems involving SEND pupils and share the belief of high aspirations for our SEND pupils.

Early Identification of pupils with Special Needs:

Staff are aware of the importance of early identification, assessment, and provision for any child with special educational needs. When staff feel that intervention may be necessary, they will speak with The Inclusion Leader to discuss how we can offer further support and next steps. The teacher then monitors the pupil's performance as part of ongoing observation and assessment. Progress is reviewed at the end of each term by the class teacher and The Inclusion Leader. A decision is then made about any extra help that the pupil may need.

At Hawthorn we have a 2-stage model (Graduated Response) for identification and assessment of children with special educational needs as follows:

Universal Support

At this stage the class teacher will;

- Discuss their concern with The Inclusion Leader and review strategies already being used to teach the child
- Consult the child's parents (and the child where appropriate), for further information
- Identify specific concerns and collect relevant evidence to support these
- Monitor the child's progress closely, differentiating work when appropriate
- Review the child's progress in conjunction with parents, teachers and Leader for Inclusion each term
- The child will be placed on the schools SEN register.
- Specialist agencies will be involved if needed.

This stage is characterised by the need to provide intervention that is 'additional to' or 'different from' those provided as part of the school's usual differentiated curriculum.

Parents will be informed by the class teacher/Leader for Inclusion that special educational provision is being made for their child. This will be done sensitively, in a way that encourages parents to contribute their knowledge and understanding of the child and to raise any concerns they may have about their child's needs and the provision being made for them.

At this stage the Leader for Inclusion will work closely with the class teacher to co-ordinate the child's SEN provision by:

- Ensuring that extra intervention/booster groups including pre and post tutoring are in place.
- Providing additional resources/support from the school's SEN budget where appropriate
- Ensuring that a Pupil Profile is completed and led by the child.
- Ensuring that parents are involved in this process and are aware of their role.
- Reviewing progress made by the child and taking appropriate action to support the child further if required

(This may result in The Inclusion Leader asking for parental; permission to refer the child to an external agency e.g. an Educational Psychologist, so that further advice can be sought.)

Targeted Support

A child will receive 'targeted support' if advice has been sought from an external agency (often the Educational Psychologist) and the child requires individual targets taken from specialist reports or the Birmingham Pupil School Support Toolkit.

This may result in any of the following courses of action being taken:

The school is advised to offer additional support (e.g. SEND teaching/increased class support) and the child's progress is then reviewed.

It is agreed that there will be regular involvement from an external agency in a monitoring or teaching role (e.g. PSS, CAT, EP).

If after a period of support from school and external agencies, it is felt that the child has not progressed satisfactorily, then the child will be moved to High Focus level, with a possibility of an SEND Provision Plan or Education Health Care Plan being submitted to SENAR or our Locality Panel.

Specialist Support for Provision Plans

Following changes in December 2019, Birmingham Local Authority have introduced Provision Plans. These plans follow the Plan, do, review process and enable school to access small amounts of additional funding to make provision for a child in need of more support than the notional SEND

budget can cover. The Provision Plans are regularly reviewed and are not set to replace Education Health Care Plans, but act as a further level of support.

Specialist Support-Education Health Care Plans

When a request for an Education Health Care Plan is made by the school to the Local Authority, the child will have demonstrated significant cause for concern. School will seek evidence that any strategy or programme implemented for the child in question has been continued for a reasonable period without success and that alternatives have been tried.

Information will be requested from the school about:

- Views of the parent and of the child.
- The school's provision and professional involved.
- Pupil Profile Targets for the child and records of regular reviews and their outcomes
- The pupil's health (including the child's medical history where relevant)
- Attainment in English and Maths
- Other assessments from an advisory specialist support teacher and/or an Education Psychologist
- Involvement of other professionals (including the social services or education welfare service).

Within six weeks of a request for an assessment, SENAR must tell the parents and the school whether or not they will make a statutory assessment.

This will result in one of the following courses of action:

(i) Decision not to make a statutory assessment:

SENAR decides it is not necessary to carry out a statutory assessment they will write to the parents and the school and explain the reasons; they will also set out the provision that they consider would now meet the child's needs appropriately. The child will continue to be registered at Wave 2, their progress being monitored regularly by an Educational Psychologist.

Parents may appeal to an SEN Tribunal against a decision not to make an assessment. SENAR must inform parents of the right to appeal and the time limits for appeal, the availability of disagreement resolution services and the fact that these do not affect the parent's right of appeal.

(ii) Making the assessment

After deciding to make a statutory assessment the LA will seek further parental, educational, medical, psychological and social services advice. They will also seek any other advice they consider appropriate. (As part of the process of putting together all the relevant advice, the child may be called for further examinations or assessments.)

All concerned will be asked to respond within six weeks.

If, after considering the advice, the LA decides that **an EHCP is not necessary**, it will notify the parents and school giving reasons, within two weeks.

If the LA decides that **an EHCP is necessary**, it will draft a proposed statement and send a copy to the child's parents. The advice received as part of the assessment will be attached.

EHCP support

The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet their special educational provision will be best made through an Education Health Care Plan which if needed, will stay with the pupil until the age of 25. The LA will make this decision when it considers that this provision cannot reasonably be provided within the resources available to the school.

In addition to a full description of the child's special educational needs, the EHCP itself will outline details of:

Special Education Provision

- The *objectives* that the special education provision should aim to meet.
- The *special educational provision, which the LA consider*, appropriate to meet the needs and objectives.
- The arrangements to be made for monitoring progress in meeting those objectives, particularly for setting short-term targets for the child's progress and reviewing needs on a regular basis.

Non-Educational Needs:

All relevant non-educational needs of the child as agreed between the health services, social services or other agencies and the LA.

Placement

A decision on the most suitable provision and school provision is to be made.

Annual Reviews

All schools are required to review the EHCP annually, with the first one being completed within 6 months.

All parties involved with the child are then asked to contribute to a formal review of his/her progress and are invited to attend the Annual Review Meeting. Levels of support are then reviewed, and further action taken if appropriate. The child's statement is then amended to reflect these changes. Pupils and parents' views are actively sought, and the school is currently using child friendly assessment forms, so pupils participate fully in the Annual Review process.

Record Keeping

The Leader for Inclusion is responsible for maintaining and updating all Pupil Profiles and monitoring appropriate targets. SEND Records for individual children are kept by the Inclusion Leader and Pupil Profile Plans are also kept in class files online by teachers.

Copies of all reports/assessment and action related to individual children are also kept on file by the Leader for Inclusion.

Individual records of test scores and teacher assessments are kept by class teachers and discussed with The Inclusion Leader in Pupil Progress Meetings. Consequently, appropriate support and intervention can be initiated more effectively, according to individual need.

Integration Arrangements

It is a clear principle of the 1996 Education Act and the Equality Act 2010, that governing bodies must ensure that children with special needs receive equality of entitlement. These children should be integrated into all the activities of the school as far as is practical and compatible with SEND children receiving the necessary educational provision, the efficient education of other children and the efficient use of resources.

Admissions and Attendance

The admissions policy and criteria has been assessed to ensure that they do not disadvantage pupils from groups. We follow the LA Guidelines.

School is aware of the LA policy on the admissions of particular groups e.g. refugees and asylum seekers.

The pastoral team and other staff who follow up absence are aware of and sensitive to relevant community issues.

School is aware of the rights of staff and pupils to provision made for leave of absence for religious observance.

Pupil attendance is monitored by ethnicity, disability, and care status. School works closely with the Education Welfare Officer.

Provision is made for pupils on extended leave or sick leave to cover missed work.

Action is taken to address any discrimination or inequality that is identified. The form that the action takes depends on the nature of the issue identified.

Attainment, progress and assessment

The school has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. Pupil tracking is in place to regularly assess the progress pupils make. Intervention strategies are used to keep pupils on target. Pre-interim standards are also used to assess the progress of those pupils who are below the criteria of national assessment testing. The school recognise and value all forms of achievement. This is celebrated in a variety of ways including special events, Praise Assemblies, Praise Postcards, Certificates and Stickers. Some children may require an individual strategy to help encourage and recognise achievements.

Pupil Attainment and Progress is monitored in relation to all groups and evaluated to identify trends and patterns of underachievement.

Action is taken to remove disparities between different groups of pupils, all methods of assessment are monitored to ensure that they are, as far as possible, free of cultural or linguistic bias.

Pupils are appropriately supported in assessments so that they can show fully both what they know and what they can do. Particular attention is paid to identifying and meeting the needs of groups that are particularly disadvantaged

All assessment procedures are made accessible to children with special educational needs or those with English as an additional language, for instance in SAT's Maths Tests questions are read out to support children with limited English reading skills. They are also signed for the hearing-impaired pupils.

Behaviour, discipline and exclusions

Hawthorn School ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all groups. The processes involved are known to pupils and staff. The effect of cultural background or disability on behaviour is considered when dealing with incidents of unacceptable behaviour but the priority is on equality and fairness. Pupils have been involved in the Code of Conduct and these are displayed in classrooms, referred to regularly.

Staff operate consistent systems of rewards and sanctions as laid down in the policies.

In order to ensure we have successful dinner times, we ensure a member of The Senior Leadership Team are available as well as lunchtime supervisors. Pupils are free to visit The Den where The Pastoral Team are on hand to support pupils who may need further support with social interaction or an adult to talk to.

Exclusions are seen as a very last resort after other intervention strategies have been tried. However, should behaviour be of a dangerous nature or harmful to pupils or staff then exclusion will be automatically considered. Exclusions will now be monitored by ethnicity, gender, and disability to identify if patterns and trends become established. Should disparities in rates of exclusion between pupils from different groups be identified action will be taken by all staff led by the SLT group and Headteacher to identify reasons for disparities and possible solutions.

INCLUSION

At Hawthorn our ethos is Inspire, Challenge, Achieve: Individually we matter, together we shine. Our aim is that all children, irrespective of gender, race, ability, or need are fully included in the academic, social, moral and spiritual work of the school. As a staff we are forever developing our knowledge and have staff meetings across the year led by Behaviour Support, Education Psychology Teams, The School Nursing Team, and The communication and Autism Team.

Dealing with complaints

The Inclusion Leader is available by appointment at the start of the school day (Monday-Thursday) and most days after school to discuss any concerns that parents may have. All parents of Special Needs children receive letters, which encourage contact and drop-in sessions are scheduled fortnightly. These sessions, alongside The Inclusion Leader email, appear on the school website. In the event of a concern not being resolved then a meeting would be arranged between the parents, The Inclusion Leader and The Headteacher, where the matter could hopefully be resolved. Any concerns needing further consideration would be referred to the SEND Governor or Education authority as appropriate.

Parental Involvement

The Inclusion Policy is available on request. The Inclusion Leader is happy to discuss any aspect of the policy and constructive suggestions are welcomed.

Parents are consulted and involved wherever possible. Their contributions are invaluable as a support to the child with special needs and we recognise this as a school.

Parents of children moving towards the EHCP process receive support in the process and frequent informal meetings with The Inclusion Leader.

Communication difficulties are resolved by the school as far as possible as appropriate, for example, an interpreter can be available during parent's evenings.

Partnership

Arrangements for acting upon parental concerns have been set out in the section 'Dealing with complaints'.

Initial concerns about a child's progress are raised during a consultation with parents. Where possible, there will be a meeting or telephone conversation to discuss any issues and gain parents' views.

Parents are invited into school termly, during Parents Evening and on earlier occasions if need be.

Those parents who are unable to attend, are invited at a more convenient time to discuss their child's progress.

Many informal meetings take place during the normal course of the school week between The Inclusion Leader and parents.

Access for Parents

Parents are closely involved at all stages of the code of Practice. Communication difficulties are overcome using available interpreters (an older brother/sister for example or designated interpreters).

Parents can approach the school informally to discuss any issues they wish. It is possible to see many of these parents on the same day. New parent drop-in sessions have been introduced to support communication between parents/carers and school.

LA Support Services and Health, Social Services and Voluntary Organisations

The school has a network of support services available at its disposal.

Links with other Mainstream and Special Schools

The Leader for Inclusion/SENCO from relevant Secondary Schools is invited to SEND children's reviews to ensure that transition to Year 7 is as easy as possible. The Inclusion Leader attends termly updates and local network meetings to develop good practise.

Review of Policy

This policy is subject to annual review and is approved by the Pupil Progress and Welfare Committee of the Governing Body.

Policy Approval

Policy received and approved at the Pupil Progress and Welfare Committee meeting dated September 2022.

Date agreed by the Governing Body:

To be reviewed: September 2026

Signed: (Chair of the Pupil Progress, Welfare & Personnel Committee)

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