



Inclusion Report Summer 1 2018



Inclusion means responding to individual needs and helping all children and learners make progress and fulfil their potential. Particular attention needs to be made to the outcomes of certain groups, including:

- Disabled children and those who have SEN
- Children with EAL
- Children from minority ethnic groups
- Gypsy, Roma and Traveller children
- Looked after children
- Children and learners of different religions and beliefs

In monitoring Inclusion it is important we reflect on how well the school complies with the Equality Act 2010, promotes equality of opportunity and “takes positive steps to prevent any form of discrimination ... against those with protected characteristics”.

The following report should be read alongside the termly SEND, Attendance and Pupil Progress Meeting Reports.

Contextual Information

	Number	% of school population
Pupils on roll	485	
Pupil Premium	98	20.2%
Looked After pupils	1	0.002%
SEN all	71	15.5%
SEN K	64	13.1%
SEN E	7	0.01%
Ethnic Minority*	56	11.5%
EAL	29	6%
FSM	48	9.8%
Gypsy, Roma or Traveller	0	0%
Service pupils	8	1.6%
Religion other than Christian or no religion*	22	4.5%

*See previous Inclusion Report for detailed breakdown. The ethnic and religious make up of the school has not changed since the last review despite the natural transition of pupils in and out of the school.

SEN register

see separate SEN reports for data on achievement and progress of SEN pupils (written after the termly assessment process).

An explanation of how the SEN register is managed was included in the Spring 1 2018 Inclusion report.

This year we have completed six Annual Reviews. We have been successful in our application for an EHCP for one pupil and a child with an EHCP has transferred to our school.

The Executive Head and INCO are currently working on the deployment of TAs to meet the needs of children across the school for the next academic year.

Interventions

Interventions have continued to be provided for all children who are failing to make expected progress. These are recorded on the school provision map and are reviewed, changed and adapted at termly pupil progress meetings.

There are currently Teacher and TA led interventions running across all year groups. Continued monitoring of pupil progress across the school is highlighting the fact there is a reduction in demand for Interventions across the school. More pupils are now on track to achieve ARE or GDS. If this trend continues, we will be looking at providing more specialist, intensive interventions for children with the most significant or irretractable gap in attainment.

Support for Looked After Children/ Children in Care

The school currently has one Looked After Child (LAC). The family are under HCC supervision. We currently have no PCC LACs.

Alongside the LAC, the school population also includes two pupils who are either adopted or subject to guardianship orders which mean the family have taken steps to avoid the child being taken into the care system. As part of the school's transition process and Pupil Progress Meetings, the INCO ensures staff are aware of their history and these children are afforded the support they may require to compensate for any possible disadvantage.

Inclusion team

Whilst there is no separate Inclusion Team as you might find in other schools, Lyndhurst does have an Inclusion Team which can provide support for children and families who need support. The INCO is the day to day leader of the Inclusion Team. She works in liaison with the Executive Head in cases which involve support above the Universal Services level (i.e. TAF, EHA, CiN, CP). The INCO delegates cases that are at the Universal Service level to the school's ELSAs, MABs Home/School practitioner and School Nursing Service.

During this term, two families have temporarily been subject to CiN measures but were quickly stepped down to TAF level.

During the Spring term, the School Nursing Service set up a series of drop in clinics. Targeted invites have been sent to the families known to the Inclusion team as well as an open invite to all families included in the school newsletter.

Pupil Premium and Service Premium Children

see separate data analysis and Pupil Progress Meeting report for data and analysis of how disadvantaged pupils make progress and steps taken to close gaps.

Just over 20% of the school population are in receipt of Pupil Premium funding. In the case of the LAC child, this is spent on specific items to support him through the PEP process. The rest of the funding is spent on a variety of interventions or initiatives as set out in the school's Pupil Premium Plan.

The progress and attainment of pupils identified as disadvantaged and in receipt of PP funding, is monitored and analysed by the AHT (Pupil Outcomes) and reported back to SLT and individual class teachers.

Safeguarding

The Executive Head acts as Designated Safeguarding Lead with the INCO as DSGL. Both attended the appropriate training and additional training led by the LSBC. As a new Head of School settles into her role, it might be that she takes over the Lead role. It is imperative there is always a trained person available to respond in case of disclosures, enquiries from MASH or Operation Encompass reports. Training another person should be seen as a positive long term step to give the school capacity to ensure correct coverage in case of the absence of the new Head of School / Executive Head.

Starting in September 2018, the school will be using MyConcern to collate safeguarding information, in line with the rest of the MAT. Training for this will hopefully occur in Early September.

This term, the school has started using half termly quizzes to ensure staff safeguarding knowledge is up to date. The initial quiz showed most staff had remembered their training from Educare in September. In the few cases where people had been less successful with their results, individual training was provided by the INCO.

Staying safe

Through the PSHE and Cornerstones Curriculum children are taught about leading a healthy life style and keeping safe. During the Spring term, the PSHE lead organised events so every child could attend a Stay Safe, Speak Out assembly delivered by the NSPCC. The older children in Years 5 and 6 also attended workshops run by the NSPCC on child sexual exploitation. During the Summer term, all pupils will be taking part in a road safety initiative.

Online safety

Staying safe online is a continuing concern for us all and there have been reported incidents from parents and children which raise concerns for children's safety when access the

internet at home. Online safety is part of the Computing curriculum and is embedded in PSHE whole class teaching.

The use of social media by children has been an area of concern, especially in year 5. To this end, during Summer 1 the INCO held a special assembly targeted at this year group to explain to them the dangers they were putting themselves in. The issue was also highlighted in the school newsletter.

Behaviour

A new Behaviour policy was introduced in September 2017. During the Summer term the Executive Head will be reviewing the policy and the AHT will be gathering pupil voice feedback on the behaviour alongside reviewing the policy with staff.

Attendance

see separate Attendance Reports for data and analysis of attendance trends for vulnerable groups

Good attendance at Lyndhurst continues to be monitored and rewarded as outlined in the Spring Inclusion Report.

Engaging parents – monthly reminders are placed in the school newsletter. The INCO as Attendance Officer will visit homes when parents are struggling to get a child into school. Three families have been supported in this way this year. One of these families became the subject of a School Attendance Panel this term when the situation failed to improve.

LOAF procedures continue to run according to the process previously outlined.

Some Pupil Premium money is being used to fund supporting attendance in individual cases. The school is funding places at Breakfast Club to assist parents struggling to get several children into various schools on time.

Attendance is monitored on a half termly basis and the attendance of vulnerable groups is recorded. In March the school's attendance was compared against national figures. The school continues to fair favourably compared to both national and its statistical neighbours. At the end of Summer 1, the attendance was 96.31% with no vulnerable groups giving cause for concern (all either above, inline or less than 2% below the whole school average).

Diversity Initiatives

Since January 2017 the school has organised several activities to raise awareness of matters around diversity. This year, the school has held Diversity Days to challenge Gender Stereotypes (Dec 17), Disability Awareness (Mar 18) and in June there will be another day based on Anti-Racism and celebrating the cultural diversity of our school. Staff and pupils all appear to enjoy these 'no pen' days and several staff have already suggested themes for future days.