



Nene Valley Primary School Inclusion Policy

INTRODUCTION/RATIONALE

A key feature of our school's vision is 'Success for All'. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and believe they are all entitled to make the greatest progress possible. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners that may be represented in school:

- learners with special educational needs
- those who are identified as gifted and/or talented
- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- those who are looked after by the local authority
- any learners whose behaviour is a barrier to their learning and are at risk of disaffection and exclusion

Aims:

- To enable all children to have appropriate access to all elements of the school curriculum;
- The early identification of special educational needs and special abilities or talents;
- To provide an environment and curriculum which is appropriate to the abilities and needs of all children;
- To set suitable learning challenges and respond to children's diverse learning needs;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process;
- To model inclusion in our staffing policies and relationships with parents/carers and the community.

PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

(in line with the SEN revised code of practice)

Definitions: Some children have barriers to learning that mean they have special needs and require particular action by the school. Children with special educational needs have difficulties which make it harder for them to learn than most children of the same age. These difficulties could be in a range of areas; emotional and behavioural, thinking and understanding, difficulties with speech and language or difficulties with personal relationships. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career.

Identification: Many of the children who join our school may have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If our assessments show that a child is experiencing difficulty in any areas, the class teacher will discuss these concerns with the Inclusion leader and inform the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation. The earlier action is taken the more responsive the child is likely to be, therefore early identification, assessment and provision are essential. Identification may be made via the following routes:

- Teachers' nominations;
- Target Tracker (school based assessment data tracking system) levels and predictions;
- Pupil's work;
- Parent consultation;
- Information provided by an external agency

School action: The first level of support is called School Action. At this stage the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices, using a range of strategies that make full use of all classroom and school resources. The class teacher will keep parents informed and draw upon them for additional information as appropriate. The Inclusion Leader will become involved to assess and monitor the child's progress. Where appropriate, the Inclusion Leader works closely with parents and teachers to plan an appropriate programme of support. We record the specific strategies used to support the child within an Individual Education Plan (IEP). By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that all children experience success. The IEP includes teaching strategies to be used and indicates the success criteria. The outcome of these IEP targets will be reviewed at a termly meeting with the parents and the child, as appropriate.

School Action Plus: If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External support services will

provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

Statement of SEN: Should a child continue to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request. For further details please consult the Special Educational Needs Code of Practice from the Department for Children, Schools and Families.

Provision mapping: All children are entitled to 'Quality First Teaching' within the classroom. We call this 'Wave 1' provision. The inclusion leader maps out the additional provision available for each year group. The attainment levels in reading, writing and maths across the school are analysed in order to identify which children will need additional support.

Some children may be identified as falling behind expected attainment levels and need a 'catch-up' programme of support. This is usually led by a teaching assistant working with a small group of children outside or inside the classroom. We call this short term intensive support 'Wave 2' provision.

Some children may be identified as being unlikely to 'catch up' with the rest of the class and therefore need 'Wave 3' provision. These interventions are often delivered by a Teaching Assistant providing more frequent, intensive and individual support, out of class and at the child's own pace.

Pupil participation: In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets in their IEPs and are invited to attend reviews with parents. They are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Partnership with parents: We encourage an active partnership with parents to support children with special educational needs through an ongoing dialogue. The home-school agreement and IEP review meetings are central to this.

PROVISION FOR GIFTED AND TALENTED CHILDREN

Definitions: The school recognises, in accordance with DCSF guidelines that, 'gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group'. 'Gifted pupil' refers to a pupil whose academic performance substantially exceeds that of his/her peers in relation to national expectations. 'Talented pupil' refers to those of exceptional ability and talent whose quality of performance is markedly superior to that which is usually encountered in the creative and performing arts and physical activities. The school normally expects to identify between 5 and 10 per cent of each year group as gifted or talented, although this will vary from year to year.

Identification: We identify children as 'gifted and talented' using a range of evidence -

- Teachers' nominations using identification booklets;
- Target Tracker levels and predictions;
- Pupil's work;

- Parent consultation;
- Information provided by an external agency

Once identified, the class teacher will work alongside the Inclusion Leader to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered onto the 'Bright Sparks' register and parents/carers and children are informed.

Provision: We believe that provision is generally most effective when it is made within the classroom, through a stimulating, creative and challenging curriculum. Class teaching that responds to the needs of able, gifted and talented children may involve strategies such as:

- **Challenge** - providing activities and experiences which engage interest and stimulate thought and action at a high level;
- **Enrichment** - adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding;
- **Extension** - providing opportunities for children to increase the depth of their knowledge, skills and understanding;
- **Differentiation** - modifying the learning experiences of able, gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking;
- **Focused teaching** - setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress
- **Expert provision** - visitors to school making a contribution to the teaching with special knowledge, skills and understanding

We also recognise that in some cases, particularly with pupils talented in music and sport, we need to work with external partners to meet their needs. This may involve out-of-class activities such as:

- Extra-curricular clubs;
- Music or sports practice and performance, or competition opportunities;
- Special events - e.g. field trips, residential visits;
- Providing out-of-school activities within the community;
- Challenge projects for able, gifted and talented children

INCLUSION ROLES AND RESPONSIBILITIES

The school's Inclusion Leader is accountable for:

- Co-ordinating the provision for specific groups of learners;
- Supporting and advising colleagues in the identification and setting up of provision;
- Collating and monitoring the records of children with special educational needs/G&T learners;
- Acting as a link with parents;
- Acting as the link with external agencies and other support agencies;
- Monitoring and evaluating the provision for specific groups of learners and reporting to the governing body;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributing to the professional development of all staff.
- Promoting the school's agreed policy and practice with regard to the teaching and learning provision for groups of learners;

Monitoring and review:

The monitoring of the inclusion policy is the responsibility of the Inclusion Leader and the Governing Body. A termly impact report is provided by the Inclusion Leader for the School Self Evaluation Team. This then informs the Governing Body via the Headteacher's report. In addition, a nominated Inclusion Governor meets with the Inclusion Leader and visits the school to monitor the impact and effectiveness of the policy. On request, the Inclusion Leader should be able to provide a clear view of where the school is at in terms of standards, progress and achievement as well as a vision of where development in the area of inclusion is heading within a 3 year time scale.

Reviewed: Summer 2009

Next review: Summer 2010