

Bayford C of E (VC) Primary School Inclusion Policy

Reviewed November 2014

Next review date Autumn Term 2016

1 Introduction

Bayford C of E Primary School is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having special educational needs or disabilities (SEND), have a common entitlement to a broad and balanced education which is accessible to them, and to be fully included in all aspects of school life.

We strive to eliminate prejudice and discrimination and to develop an environment where all pupils can make a positive contribution and feel safe. We are committed to paying attention to the provision for, and the achievement of, all children within our school whatever their age, gender, ethnicity, attainment, ability or background.

This policy describes the way we meet the needs of children who experience barriers to their learning relating to a range of particular needs.

2 Aims and objectives

- To ensure SEND requirements and relevant Codes of Practice and guidance are implemented across the school.
- To eliminate prejudice and discrimination and ensure equality of opportunity for all pupils.
- To monitor the progress of each pupil in order to identify needs and provide support matched to individual need
- To ensure access to the curriculum for all pupils through differentiated learning.
- To provide additional support matched to individual need
- To ensure that inclusive provision is positively valued and accessed by staff and others.
- To ensure all children move on from Bayford School having reached an appropriate academic level and developed good social skills.
- To involve parents/carers in the planning of extra provision.

3 Teaching and learning

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their full ability. Teachers plan lessons which take into account the individual needs of all pupils.

3.2 This school will ensure that all pupils have access to a balanced and broadly based curriculum and that the new national curriculum (2014) programmes of study are flexible enough to meet every child's needs.

3.4 Teachers aim to ensure that all children:

- feel secure, are not isolated and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- pupils with specific learning difficulties will be able to access the curriculum through specialist resources where required
- the school will ensure that outdoor areas are barrier free and do not exclude any pupils

4 Children with Special Education Needs and Disability

4.1 We are as committed to meeting the needs of SEND children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that pupils who have SEND are not placed at a disadvantage.

4.2 The school is committed to providing a physical environment that allows pupils full access to all areas of learning

4.3 Teachers aim to ensure that the work undertaken by all students:

- takes account of their pace of learning;
- takes account of the effort and concentration needed in oral work, or when using, for example, special aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for all pupils to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

5 Admission arrangements

5.1 Children with additional educational needs are considered for admission to Bayford School on exactly the same basis as for children without identified additional educational needs.

5.2 Prior to starting school, parents/carers of children with additional needs will have an opportunity to discuss the provision that can be made to meet those needs.

6 School trips and off-site activities

Every attempt will be made to make all school trips inclusive by planning in advance and using accessible places, and by providing additional support staff when required.

All pupils are welcomed at after school activities and clubs.

7 Management strategies

7.1 There is an inclusion coordinator who coordinates the provision and practice within the school for all SEND pupils. The coordinator's role includes:

- keeping an up-to-date register of SEND pupils
- assisting teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by SEND pupils
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through regular discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, governors and LEA officers on related issues.
- co-ordinating the provision for, and managing the responses to, children's needs;
- overseeing the records of all children with special educational needs and disabilities;
- acting as the link with external agencies and other support agencies;
- managing a range of resources, both human and material, to enable appropriate provision to be made for children in the SEND category
- contributing to the professional development of staff

8 Monitoring and review

8.1 The governor with responsibility for inclusion issues monitors the school provision for SEND children. The governor will work with the coordinator in support of the school's efforts to help these pupils to reach their full potential.

8.2 The co-ordinator for our SEND provision provides regular feedback to the governing body.

9 Summary

9.1 In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

9.2 If any parent/carer wishes to discuss the particular needs of their child they should contact the school to arrange an interview with an appropriate member of staff.

Appendix A – Able, Gifted and Talented

A.1 In the national guidelines the terms are distinguished as follows:

‘gifted’ refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

‘talented’ refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

A.2 Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents further.

A.3 Identification of able, gifted and talented children

- We use a range of strategies to identify able, gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Discussions with parents and carers enable us to add further details to our records.
- Children are assessed within the first half-term of joining our nursery class. This gives information about their developing skills and aptitudes across all areas of learning.
- Throughout Reception, all children are assessed against the Foundation Stage profile. We report each child’s Foundation Stage profile scores to the parent, and use this information when planning for individual needs.
- As children progress through the school, we test them regularly to ensure that they are making the progress that we are expecting of them in their personal targets.
- The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child’s progress in all subjects of the National

Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

- Teachers regularly review pupil progress. Teachers discuss pupil progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

4 Aptitudes in English and mathematics

Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more-advanced skills when engaged in discussion.

Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

Appendix B – Special Educational Needs and Disabilities – SEND Assessment

B.1 Children with special educational needs and disabilities have learning and behavioural difficulties that call for special provision to be made. All children may have special needs and disabilities at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In some cases children join the school with their needs already assessed. All children are assessed when they enter 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 the early assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. Early action will involve discussion between the child's class teacher and the child's parents/carers about the need identified. The expected outcome of any intervention or strategy that may be put in place to help the child move forward will be discussed. Interventions involve targeted support to help address a need that is different from or additional to those provided as part of the school's usual working practices. SMART targets will be set for the child. This will involve identifying the targets, actions for meeting the targets, and when to review progress. The class teacher will keep parents informed at all stages. Depending on the outcome, the INCCo may then take the lead in further assessments of the child's needs if it is deemed appropriate.

If the review stage identifies that the child as having SEN, the support given will take the form of a four-part cycle of Assess, Plan, Do, Review. This is known as the graduated approach (see SEN Code of Practice 6.44 to 6.56 for details of these stages). Parents will be involved at all stages and be encouraged to help the child at home with particular activities.

Where children need external support services for advice or assessment, they will generally be seen in school. This may lead to additional strategies or

strategies that are different from those used previously.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care plan assessment will be made to the LEA. A range of written evidence about the child will support the request.

B.2 Partnership with parents

The school works closely with parents in the support of SEND children. A named governor takes a particular interest in special needs and disabilities and is always willing to talk to parents.

Teaching staff have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

B.3 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. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Where appropriate, children are involved at an appropriate level in setting their targets in their review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

B.4 Target setting for a child with SEND

What are SMART targets?

SMART targets are targets that are: Specific, Measurable, Achievable, Realistic and Timely

When should SMART targets be used?

To plan the support / interventions for individual pupils at an early stage of action, and those pupils on the Inclusion register:

- SEN Need
- For pupils with statements that are not yet converted to Education, Health and Care Plans (EHCS), and those pupils with EHCS.

What should be included in SMART target setting?

SMART targets should focus on up to three key individual targets and should include information about:

- The short-term targets set for or by the pupil
- The actions needed to achieve the targets
- When the success and/or exit criteria is to be reviewed
- Outcomes (to be recorded when the above is reviewed)

SMART targets should:

- Raise achievement for pupils with SEND
- Be seen as working documents
- Use a simple format
- Detail provision additional to or different from those generally available for all pupils
- Detail targets which are extra or different from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all appropriate staff
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEND.

Managing SMART targets

- Whatever systems are in place in the school, the procedures for devising SMART targets and reviewing them must be manageable.
- All SMART targets must be achievable for both the pupil and the teacher.

What are Group Targets?

- When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than producing SMART targets for each child.

Monitoring and Reviewing SMART targets

- Ideally SMART targets should be continually kept under review and where targets are achieved before the review date set, an early review can take place. However, the success of all targets should be reviewed at least once every term, depending on the targets set, and may well be more frequent.