

Achievement for All

Duncombe Primary School

Inclusion Policy

Aim

To promote the participation and achievement of all learners- including those who are vulnerable and have **Special educational Needs** (SEN), those who are more able and identified as being **Gifted and Talented** (G&T) and those who have **English as an Additional Language** (EAL) we will identify and support members of any of these groups who have **Additional Educational Needs** in order that they fulfil their potential .

Objectives

- ◆ To make sure that children's needs are identified and that they are helped to achieve their potential
- ◆ To shift the balance of provision towards early identification and intervention

Definitions

SEN

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

Section 312 Education Act 1996

G&T

As a school we have agreed that children will be included on the Gifted and Talented register if they are assessed as performing at a complete national curriculum level above the average for their peer group.

EAL

As a school with high numbers of children who speak English as an additional language we identify and support this group of learners in order to become proficient users of English and provide support in order to develop this proficiency.

Early Intervention

Every Child Matters recognised the lasting benefits of early intervention- providing a sound foundation for future learning and development. It enables some children to catch up with their classmates and for those who need support on a continuing basis it means help is available as early as possible, reducing the risk of long term under achievement and disaffection.

Inclusion

Inclusion is about the quality of a child's experience in school; how they are helped to learn, achieve and participate fully in the life of the school. We will work to support the inclusion of children in our community, we will co-operate with and act on the specialist advice of local authority and health services, working in multi disciplinary teams as outlined in *Every Child Matters*.

We believe that all children should feel a sense of belonging at Duncombe. They will be valued for their contributions and have a strong sense of self worth. Their views and the views of their parents/carers, should be sought on matters which affect them, and these views should be taken into account when planning their education.

Raising Expectations and Achievement

We have high expectations for all our children. We believe that their achievements across the whole curriculum should always be recognised and celebrated We will provide a personalised education that brings out the best in every child, which builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make. Helping children to achieve their full potential is fundamental to sustaining improvements in schools performance.

Partnership

Working within the framework of integrated children's services set out in Every Child Matters, we will build on our capacities to meet children's needs within our school. We will work in partnership with LEA and social services, health services and voluntary organisations and crucially with parents to build confidence that we are providing the best possible education to each individual child.

Identification and Provision

Children are identified as having SEN through thrice yearly pupil review meetings, teacher assessment and observation. Early identification of SEN and prompt intervention to removes barriers to achievement are essential to raising attainment of SEN pupils. The ways in which pupils with SEN are identified and their needs determined and reviewed are outlined in the appendix to this policy.

EAL –

Children are identified as having EAL on entry to school though parent consultation and information sharing. Following this teachers assess children's language acquisition and progress in developing their skills as effective users of the English language both socially and or learning.

Children's progress in acquiring proficiency in English is assessed using the Hilary Hester scale:-

Stage 1 New to English

Newly arrived pupils with with no or very little English

Stage 2 Becoming familiar with English

Primary aged pupils may be more proficient orally – able to make themselves understood – but they still require sustained support for developing reading and writing. Secondary pupils may or may not have well developed study skills, depending on previous educational experiences.

Stage 3 Becoming a confident user of English

Able to participate in most classroom activities. May sound like a native speaker but have difficulties with complex sentence constructions, academic registers, idiom and other cultural references.

Stage 4 A fluent user of English in most social and learning contexts

These pupils will demonstrate (near) native fluency and will continue to improve according to their age.

G&T

Children are identified as gifted through target tracker data and teacher assessment. Talented children are identified through teacher observation. All planning should provide extensions to stretch children in the higher-level thinking skills of applying, analysing, evaluating and creating.

Planning should provide the opportunity to challenge **all** children to maximise their potential.

Under no circumstances will SEN be considered a barrier to joining the school's **talented children** register. Outstanding achievement at Duncombe is always measured in relation to the capabilities of the individual child. The potential of the child is also considered and children who are identified as gifted yet underperforming will also be set challenging and aspirational targets in order for them to fulfil their potential.

Roles and Responsibilities

It is the responsibility of all staff at Duncombe to consider ways to remove barriers to learning and raise attainment for all children. The SENCo has responsibility for overseeing the day to day operation of the schools SEN procedures. The G&T co-ordinator has overall responsibility for the implementation of the G&T procedures. It has been agreed that all staff share responsibility for implementation and assessment of the EAL procedures.

A comprehensive outline of roles and responsibilities regarding inclusion can be found in the appendix to this policy.

Admissions

We do have a number of children at Duncombe with specific physical difficulties and welcome these children to our school community. However, we are currently not in a position to offer places to children with significant mobility difficulties as we cannot provide wheelchair access throughout the school which is on three levels.

Secondary Transfer

When a child on the SEN, G&T and/or EMAS register moves on to secondary school the school will

- ◆ advise parents on secondary school options
- ◆ attend the secondary transfer meeting to share information
- ◆ visit secondary schools with children where necessary
- ◆ forward all records to secondary schools.

Complaints

Where there is a complaint relating to inclusion parents are, in the first instance, encouraged to discuss their concerns with the Inclusion co-ordinators. In the unlikely event of continued dissatisfaction the headteacher will be consulted and if necessary the governors complaints committee.

SEN Roles and Responsibilities

The Role of the **SENCo**

- overseeing the day to day operation of the schools SEN policy;
- liaising with and advising fellow teachers;
- managing the learning support assistants (LSA's);
- co-ordinating provision for children with SEN;
- overseeing the records of all children with SEN;
- liaising with the parents of children with SEN;
- contributing to the in-service training of staff;
- ensuring that all relevant people (including the child) are aware of the child's targets;
- liaising with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

The **class teacher** is responsible for

- differentiating the curriculum to meet the needs of **all** pupils within their class
- initial identification of a pupils SEN through classroom observation and ongoing assessment;
- informing SENCO of concerns and supplying relevant information regarding children with SEN on an ongoing basis;
- attending IEP and review meetings and meetings with outside agencies where relevant;
- contribute to the IEP and organise curriculum planning, class groupings and all available resources to support the pupil in reaching their targets;

The **parent** is responsible for

- Participating in their child's efforts to meet the targets;
- Giving support and encouragement to their child
- Informing the **class teacher** and/**or SENCo** about any relevant information including information about the child's health, development and behaviour at home;
- Ensuring their child is adequately nourished and clothed and gets enough sleep and rest to allow them to succeed at school.

The **child** should be aware that they have been identified as having particular areas of need, targets must be shared with the child if they are expected to achieve them.

It is the responsibility of all people involved in the development of any child with SEN to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the special needs register to reach their potential.

SEN Identification and Provision

When a child is initially identified as having SEN a **Record of Concern** form will be completed by the class teacher and discussed with the SENCo. The **class teacher** will compare the achievement, progress and behaviour of the child causing concern with that of the rest of the class, if the difference is clearly significant this is a case for school intervention. The matter will be discussed with **SENCO** and **parents/carers**, and a mutual decision will be made to put the special needs process into action and intervention through **School Action** should begin.

The SEN code of Practice indicates the following triggers for **School Action**:

- makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Once the decision has been made the **SENCo** will take the lead on acquiring all relevant information to complete assessments, plan for the future of the child and monitor and review the action the school has decided to take. When it has been decided what appropriate **School Action** will be taken an **IEP** will be drawn up (there will be involvement by SENCo, Class Teacher, Learning Support Staff, Pupil and Parent).

Individual Education Plan

The **IEP** should contain:

- Short term targets for the child;
- Teaching strategies to be used;
- Provision to be put in place;
- The expected outcome of the action to be taken
- When the plan is to be reviewed
- Success and/or exit criteria.

The **IEP** should only record targets that are additional to or different from the differentiated curriculum which is already in place for all children. After the initial **IEP** has been drawn up, it will be reviewed and amended termly at the **target tracker review meeting**.

If after a prolonged period of time the pupil is not making satisfactory progress the school may consider moving on to the next phase, **School Action Plus**.

The SEN code of Practice indicates the following triggers for **School Action Plus**:

- Continues to make little or no progress in specific areas over a long period of time;
- Continues to work at national curriculum levels substantially below those expected of children of a similar age;
- Continues to have difficulty developing literacy and numeracy skills;
- Has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individual behaviour management programme;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

School Action Plus is the time when the **SENCo** calls in the aid of external agencies. The external services should advise teachers about **IEP's** strategies and resources that are available for the child. They may act in an advisory capacity, they may provide an assessment, or they may provide teaching support. Permission from **parents** is always sought before consulting outside agencies who will have contact with the child.

The range of **School Action Plus** support at Duncombe includes

- Educational Psychology service
- Education welfare service
- Behaviour Support services (including BIP, BEST, POT)
- Hearing impairment services
- Vision impairment services
- Speech and Language Service (SALT)
- Clinical psychologists
- Child psychiatrists
- Hospital teaching Service (IFOR ward)
- Occupational therapists
- Physiotherapists
- Paediatricians
- Art therapy
- Pupil Referral Unit (PRU)
- Social Services
- Additional services for specific children (bereavement, counselling, chance)
- Additional services for parents (Maya centre, Gingerbread)

For a very small minority of children, progress through School Action Plus may not provide adequate or appropriate support. If this is the case after consultation with the **headteacher, parents, class teacher and outside agencies** the **SENCo** will make a request to the **Local Education Authority (LEA)** for **Statutory Assessment**. IF the request for statutory assessment is successful and the **LEA** deems the child's needs to be substantial the child may be issued with a **Statement of Special Educational Needs**.

The **Statement** will describe in detail the needs of the child and outline long term targets to help the child make progress. The **statement** will be reviewed annually and the targets will contribute to the child's **IEP's**.

It is the responsibility of all people involved in the development of any child with SEN to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the special needs register to reach their potential.

Duncombe Primary School SEN Department

Initial Record of Concern Form - To be completed by class teacher and returned to Joanna.

Pupil Name		Class	
Date of Birth		Teacher	
Male/Female		Home language	
Please indicate under which area you feel that the child has Special Educational needs and briefly outline the evidence and strategies tried.			
Cognition and learning General Learning Difficulties <input type="checkbox"/> Specific Learning Difficulties <input type="checkbox"/>	Evidence	Strategies tried	
Communication and Interaction Difficulties Speech and Language Difficulties <input type="checkbox"/> Autistic Spectrum Disorders <input type="checkbox"/>	Evidence	Strategies tried	
Sensory and Physical Difficulties Hearing difficulties <input type="checkbox"/> Visual Impairment <input type="checkbox"/> Physical and medical Difficulties <input type="checkbox"/>	Evidence	Strategies tried	
Behavioural, Social and Emotional Difficulties	Evidence	Strategies tried	
List any medical problems or concerns (including hearing and vision impairment)			
Are the parents aware of your concerns? If so what are their views?			
Parents Signature:			
Form Completed by:		Date:	
SENCO Comment			