



**“Always try your best to be your best”.**

## **A Statement of Policy for Inclusion**

Incorporating Special Educational Needs and Gifted and Talented

### **Inclusion Rationale**

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils all staff at Lacewood Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups.

- Staff at Lacewood Primary School value pupils of different abilities and support inclusion.
- Within the school staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- Within each class teaching and learning styles and organisation will be flexible to ensure effective learning.

Lacewood Primary School is an educationally inclusive school and as such celebrates diversity. We take account of the varied life experiences of both pupils and staff, the range of their abilities, strengths and needs and use these to enable each person to achieve their potential, develop relationships and equip them for life.

We are responsible for responding to the diverse learning needs of our pupils. Inclusion is constantly monitored by closely evaluating the progress that pupils make. This identifies pupils who may not be reaching their full potential and enables us to meet their needs with specialist provision or support where necessary.

### **The aim of inclusion**

We seek to promote inclusion through:

- Working in partnership with other schools, parents and carers, the wider community and other agencies
- Engaging and involving learners
- Clear policy statements and guidance achieved through consultation
- Providing resources to support inclusive practice
- Providing and supporting continuing professional development to ensure that the necessary skills, knowledge and practice are in place
- Enabling the sharing of good practice
- Ensuring that our needs are reflected in initiatives developed in response to government policies and legislation.
- Monitoring and evaluating the levels of engagement, the quality of provision and its impact on learning.

Successful inclusion will be evident in a number of ways.

Children are included when they:

- feel that they belong in their school
- feel good about themselves and their achievements
- are able to participate in and learn from all classroom activities
- are able to engage in positive relationships with other children in the school
- are able to make good progress and achieve their potential
- play an active part in the development of their learning programmes
- can take part in all aspects of school life

Schools are inclusive when parents/carers:

- feel welcome and have positive relationships with staff
- are treated with respect and have their views taken into account
- are able to gain access to information and staff
- are kept well informed and have a shared understanding of what is happening with their child in school.

Schools are inclusive when all staff and governors:

- welcome and respect the contribution of all children
- accept their responsibility to recognise and meet the individual needs in the school's population
- listen and respond to the views of parents/carers
- work effectively with other professionals in responding to children's needs
- have an active relationship with their local community

Staff and governors are included when they:

- are valued and supported
- recognise and understand the contribution of their different roles and responsibilities
- are actively involved in the decision making processes of the school

### **Planning for Inclusion**

We need to identify any vulnerable children within our school (e.g.: 'Looked After' Children, children with emotional/behavioural difficulties), children with SEN and Gifted and Talented children.

We cater for these children within our planning and provision using a range of strategies for differentiation.

These include:

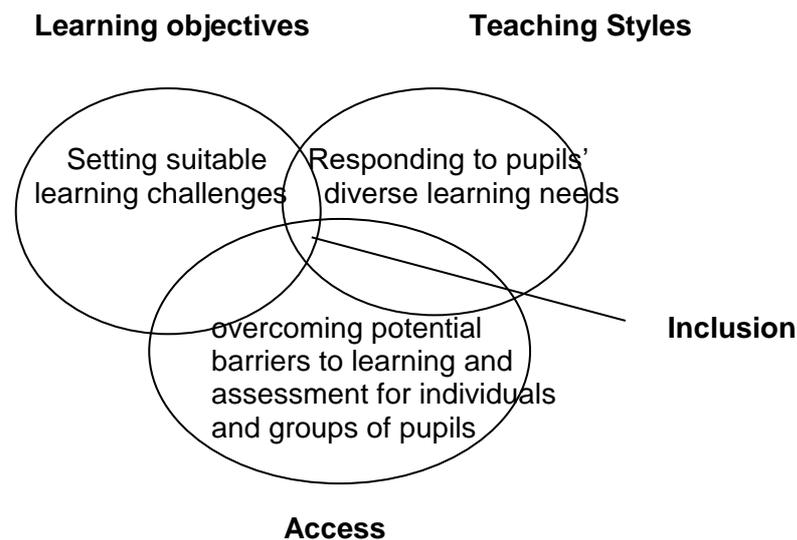
### **Provision for teaching and learning**

#### **Provision in lessons**

- Broad and balanced curriculum available to all children.
- Planned activities that allow children to respond at their own level.
- Creating effective learning environments
- Extension and enrichment activities.
- Differentiation by questioning and the activities offered and support within the normal classroom environment.

- Assessments that are used to inform planning, matching teaching to pupil's learning.
- Focused and challenging child speak targets in English and Maths, used and understood by staff, parents and pupils.
- Use of a variety of organisational strategies including whole class, mixed ability groups and matched ability groups.
- Withdrawal support (TA's)
- Support plans
- PSHE curriculum for all children
- Thrive curriculum throughout school through the parent and behaviour support advisors
- Intervention programmes
- Extra curricular clubs

Diagram to show 'inclusive' planning



### Disability

In order to make provision for all our pupils it is necessary to make reasonable enquiries about existence and nature of disabilities.

We have a duty not to treat disabled pupils less favourably, without justification, than their non-disabled peers and a duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled. (*Please refer to 'Code of Practice for Schools' - 2015- Equality Act 2010*)

Reasonable Adjustments may include adjusting provision in the following areas: -

- Academic, musical, sporting standards etc.
- Financial resources available
- The practicalities of taking a particular step
- Aids & services already provided
- Health and safety requirements
- Interests of other pupils

### Our School aims to:

#### 1) Increase physical access

Improving the physical environment of our school for the purpose of increasing the extent to

which disabled pupils are able to take advantage of education and associated services provided.

## 2) Increase access to the curriculum

Increasing the extent to which pupils can participate in the curriculum.

E.g. a) Flexible timetabling to enable Teaching Assistants to support various strategies – , Thrive, Read to Succeed, Lego Therapy, Music Interaction and Read write Inc. phonics and Comprehension strategies

b) Staff Professional Development as required.

## 3) Increase access to written information

Improving the delivery to disabled pupils of information, this is already provided in writing, to pupils who are not disabled. E.g. Handouts, timetables, newsletters etc in large print, Braille or audio tape.

NB.

1) In circumstances requiring 'specialist adjustment' e.g.: - provision of Braille – advice will be sought from the LEA Advisory Service

2) We undertake to make parents aware of rights of redress for claims of disability discrimination in our school

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Lacewood Primary School we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

The SEN Co-ordinator is Mrs. Jeannette Stratton. SEN Assistant is Mrs. Katie Anson  
The SEN Governor is Mrs Linzi Hicks.

## Objectives

- The progress of all pupils will be continually monitored to identify needs as they arise; needs will be identified and support provided as early as possible in children's time with us.
- Full access to the curriculum will be provided through differentiated planning by class teachers, INCO, and support staff as appropriate.
- Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEN or Gifted and Talented.
- Progress of pupils with SEN/Gifted and Talented will be reviewed regularly to provide the most effective and relevant learning provision.
- All members of the school community will perceive pupils with SEN/Gifted and

Talented positively.

- We will be able to meet the needs of as wide a range as possible of children who live in the community.
- Children will move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Parents/carers will be fully involved at every stage in plans to meet their child's special needs- children themselves will be involved, wherever possible, in planning.

### Arrangements for coordinating SEN provision

- The INCO will meet with each class teacher termly to discuss and review INCLUSION concerns.

The INCO will meet to discuss and review inclusion concerns at school support (K), (2015 Code of Practice) and higher through support plan meetings at least termly.

The INCO will be alerted to newly arising concerns through informal meetings. The INCO will discuss issues arising from this with parents and external agencies where necessary.

- The INCO and Deputy Headteacher monitor planning for SEN and are able to support class teachers and learning support assistants with their planning on request. Targets arising from support plan meetings and reviews will be used to support planning for children at SEN Support.
- Class teachers deliver inclusion support through differentiated teaching methods. (Wave 1 teaching). Trained Teaching assistants throughout the school provide additional support. The support timetable is reviewed as necessary, by the Deputy Head in line with current pupil needs, educational initiatives and the budget.
- There are currently 12 Teaching Assistants within school. They all work with children who hold an Education, Health and Care plan, but also carry out intervention programmes across school incorporating the above children within these groupings. There is 1 NNEB trained Nursery Nurse and 2 Teaching Assistants who are situated in the Foundation Stage Unit. 2 HLTA's and 1 cover supervisor carry out intervention programmes and work as cover supervisors across school.
- Support staff, class teachers, INCO and SEN Assistant and outside agencies liaise and share developments in order to inform reviews and forward planning. This is carried out through the use of the Early Help assessment when necessary.
- There is a Parent support advisor who is also the SEN assistant who liaises with parents around all areas of need for the children. Our Behaviour support worker deals with issues that arise within the class setting to alleviate any behaviour issues that occur.

### Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs.
- Where children have attended Nursery prior to starting school, there will be close liaison between the INCO and the Nursery Teacher to ensure continuity of provision.
- Children identified, prior to joining our school, as having SEN will be closely monitored to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

### Special Provision

- There are no SEN units at Lacewood Primary School.
- All members of staff have undertaken training in Literacy Support and Read Write Inc. intervention.
- 19 members of staff are trained in Team Teach
- Miss. Nicola Quigley is qualified to deliver Early Literacy Support and holds the HLTA qualification.
- Mrs Melanie Wake is qualified in Makaton and holds the HLTA qualification.
- Mrs L Critchley holds People Moving People training
- Mrs J Noble and Mrs L Greaves are Eiklan trained and Mrs Greaves holds a Level 2 qualification in Understanding Autism
- All S.M.S.As have received periodic behaviour management training.
- Appropriate members of staff have received training in emergency action for epileptic fits and nut allergies. This is regularly reviewed.
- Mr. Dean Cadman and Mrs. Jeannette Stratton have undertaken an in-service Certificate in special educational needs.
- Mr. Dean Cadman and Mrs Jeannette Stratton have undertaken a 3 year long course in reading recovery.
- Mrs Jeannette Stratton has undertaken an in-service certificate in Dyslexia.
- 18 members of staff are first aid trained

## Special Facilities and Access Arrangements

- Lacewood Primary School is at present housed in one building, which has wheelchair access to all doors.

There are shower and laundry facilities housed in the Foundation unit.

- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Our Personal, Social and Health programme helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.
- The Foundation unit houses a changing facility.

## Allocation of Resources to and amongst Pupils

We have mapped out our provision to show how we allocate resources to each year group.

### Provision Map

<p><b><u>FS2</u></b> Motor On Elklan strategies Thrive</p>	<p><b><u>Year 1</u></b> Read, Write, Inc. Phonics 1-1 Thrive Motor On Read to succeed Speech</p>	<p><b><u>Year 2</u></b> Read to Succeed Comprehension/Literacy Group Read, Write, Inc. Thrive PT Probe Speech</p>
<p><b><u>Year 3</u></b> Read to Succeed Comprehension –Literacy group Thrive PT Probe Read, Write, Inc. Speech programmes Stareway to Spelling Reading Rocketeers</p>		<p><b><u>Year 4</u></b> Read to Succeed PT Probe Thrive Read, Write, Inc. Literacy/Maths intervention group Reading Rocketeers Speech</p>
<p><b><u>Year 5</u></b> PT Probe Thrive Phonics 1-1 (1 pupil) Motor On Speech Fresh Start Stareway to Spelling Read to Succeed Reading Rocketeers Small group Literacy/Maths intervencion</p>		<p><b><u>Year 6</u></b> Booster groups Phonics 1-1 (1 pupil) Thrive PT Probe Motor On Speech Fresh Start</p>

Year	Provision/ resource	Cost
Foundation	FS1 – RWI FS2 – RWI Elklan – Speech Therapy training Motor On	½ hour sessions daily
Year 1	RWI Phonics 1-1 Thrive Motor On	5x 45 minute sessions per week Daily 10 minute sessions Weekly 5x30 minute sessions per week
Year 2	RWI Read to Succeed Comprehension PT Probe Thrive	5x 45 minute sessions per week 3x20 minute sessions per week - TA 5x 45 minute sessions per week 10 minutes daily Weekly

Year 3	<p>Read to Succeed</p> <p>RWI</p> <p>Comprehension</p> <p>Thrive</p> <p>PT Probe</p> <p>Speech programmes</p>	<p>3x20 minute sessions per week</p> <p>5x45 hour sessions per week</p> <p>5x45 minute session per week</p> <p>Weekly</p> <p>10 minutes daily</p> <p>2-3 times weekly</p>
Year 4	<p>Read to Succeed</p> <p>RWI</p> <p>Comprehension</p> <p>PT Probe</p> <p>Thrive</p> <p>Literacy/Maths intervention group</p>	<p>3x20 minute sessions per week</p> <p>5x45 hour sessions per week</p> <p>1x45 minute sessions per week</p> <p>10 minutes daily</p> <p>Weekly</p> <p>1 hour daily</p>
Year 5	<p>PT Probe</p> <p>Thrive</p> <p>Phonics 1-1 (1 pupil)</p> <p>Motor On</p> <p>Speech</p> <p>Fresh Start</p>	<p>10 minutes daily</p> <p>Weekly</p> <p>5x45 minute session per week</p> <p>5x30minute sessions</p> <p>2-3 times weekly</p> <p>1 hour daily</p>

Year 6	Booster groups	10 hours per week
	Phonics 1-1 (1 pupil)	5x45 minute sessions
	Thrive	Weekly
	PT Probe	10 minutes daily
	Motor On	5x30 minute sessions
	Speech	2-3 times weekly
	Fresh Start	1 hour x 5 sessions per week

- Additional support for pupils is provided by most of the Teaching Assistants within classrooms. TA hours within the classroom are used to support the class teachers planning. Children with EHC plans are supported according to need.
- Resources for SEN are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with SEN.
- Specialist resources are accessed for children with EHC plans through submission to LEA after specialist / Agency / Health Authority advice has been sought.

### Identification and Assessment Arrangements, and Review Procedures:

Children are identified as having SEN through the following criteria:

#### Foundation Stage.

- If teacher assessment / observation show a cause for concern or exceptional understanding.
- If Baseline assessment indicates a significant discrepancy from the class norm.
- If children show exceptional talents in areas of the curriculum

#### Lower School – Years 1-3

- If teacher assessment / observation show a cause for concern or exceptional understanding.
- If progress is below average national expectations
- If children show exceptional talents in areas of the curriculum

#### Upper School - Years 4-6

##### On entry to Year 4. (Key Stage 2)

- If teacher assessment / observation show a cause for concern or exceptional understanding.
- If progress is below average national expectations

- If children show exceptional talents in areas of the curriculum

#### On entry to Year 5. (Key Stage 2)

- If teacher assessment / observation show a cause for concern or exceptional understanding.
- If progress is below average national expectations
- If children show exceptional talents in areas of the curriculum

#### On entry to Year 6. (Key Stage 2)

- If teacher assessment / observation show a cause for concern or exceptional understanding.
- If progress is below average national expectations
- If children show exceptional talents in areas of the curriculum

#### ALSO

- On entry to the school at any time they have an EP (educational psychologist) or other recognised agency assessed learning difficulty.
- On entry to the school at any time if there is an EHC plan.
- On entry to the school at any time if previously registered at SEN support of the Code of Practice by another school or authority.
- At any time if parents/carers have a concern which is not allayed by the class teacher and subsequent discussion with the INCO.
- At any time if the class teacher has a concern which, after discussion, the INCO supports.
- At any time if they need an individually adapted behaviour plan in order to access the curriculum.
- At any time if there is a substantial discrepancy between the pupil's attainment and their capability.
- A range of intervention based materials, baseline assessments and teacher assessments are used to assess children's achievement and identify needs.
- Children will be registered as having SEN after discussion with the class teacher at half-termly meetings. The class teacher will involve Parents/carers at this stage to ensure they are in agreement with their child being registered and receiving additional support.
- Children registered at SEN Support will be monitored on a half termly basis by all those involved with the child. Parents/carers will be invited to discuss and agree all new support plans. Children with EHC plans will also have an annual review to which all those working with the child will be invited and asked to contribute reports.
- Reviews and assessments made by parents/carers, partner schools, social services, health authorities etc will be used to inform the review process.
- Pupil progress is monitored by using a standard proforma. LSAs and class teachers record significant achievements and difficulties. These are discussed at the SEN support meetings between the INCO and the class teacher.
- All children will be working towards agreed targets and these will form the main focus of each review.

#### Gifted and Talented pupils

- The individual needs of children who are identified as Gifted and talented will be addressed through school-based assessment and discussion between INCO and class teacher so that specific programmes may be planned and outside advice and support may be sought when necessary

#### Gifted (Most Able) and Talented Pupils

The D.f.E.S. definition of Gifted and Talented are as follows: -

- 'Gifted students' have ability that is well above average for their peers in one or more subjects in the statutory curriculum, other than art, music or physical education.
- 'Talented students' have high ability in a creative art, music, physical education or sport.

D.f.E.S. guidance states that: -

- A combination of both gifted and talented pupils will make up five to ten percent of a school population at any one time.
- Of these, two thirds will be gifted and one third will be talented.

## Identifying Gifted and Talented Pupils

### Why Identify?

- To raise the expectation of this group of very able pupils across the curriculum and provide appropriate challenges (wherever possible within the resources of our School) according to their identified needs.
- To raise the attainment not only of this group of very able pupils but by their example, the attainment of all children.
- To promote a positive culture of learning within our school and to strive to lessen the effect of negative peer/media pressure.
- To enable pupils and their families to recognise and achieve their potential.

### Methods of Identification – Gifted and Most Able

At Lacewood Primary School we have agreed to use

- National assessments
- Classroom observation (see Appendix 2)
- Scrutiny of work

as methods of identification

### Talented

In consultation with outside agencies we identify talented pupils at Lacewood Primary School by using a variety of strategies including: -

- Teacher nomination following consultation with subject co-ordinators and specialist teachers.
- Classroom observation (See Appendix 2)
- Information from parents and peers regarding particular skills/abilities.

### N.B.

To assist with classroom observations see Checklist for the More Able Pupils – Appendix 2 and Checklist for More Able Pupils in the Early Years – Appendix 3.

## **Differentiation**

We use a wide variety of strategies at Lacewood Primary School for differentiation including: -

- Broadening or deepening activities within class to encourage greater independence and reflection.
- Enrichment Homework opportunities.
- Extra-Curricular opportunities.

The teacher/pupil skills to enable such differentiation to take place include: -

- High level questioning.
- Thinking and problem solving.
- I.C.T.
- Research techniques.
- A variety of recording methods e.g. memory mapping.
- A variety of methods of communication.

## **Monitoring, Assessment and Review**

- The school Co-ordinator (Headteacher) will maintain a register of pupils identified as Gifted and Talented. The register will be reviewed and updated annually.
- A termly review of individual pupils progress/needs will be reflected in Maths/Literacy targets.

## **Arrangements for providing access for pupils with SEN OR GIFTED AND TALENTED to a balanced and broadly based curriculum**

- Policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Long term planning through topic structures is in place and areas of the curriculum are planned throughout the school to include continuous and blocked units of work. From this class teachers plan a mid-term forecast which details learning outcomes for all pupils with differentiated learning outcomes and activities identified for children with SEN. Weekly and daily planning identifies individual learning targets which are matched to the needs of each child including those with SEN. Target sheets for children with support plans run alongside whole class and group planning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- TA support hours are planned to support the child in accessing literacy and through this the rest of the curriculum. Special Needs, which are not literacy related, are catered for through additional TA support in the classroom.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

## **The School's Arrangements for INCLUSION In-Service Training**

- The INCO attends regular network meetings to update and revise developments in Special Needs Education.
- SEN is targeted each year through the school's long-term goals and the School Development Plan, including the use of pupil premium funding. In-Service training and individual professional development is arranged matched to these targets.
- In-house SEN training is provided through staff meetings by the INCO.
- All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

### **The use made of teachers and facilities from outside the school, including support services**

- The educational psychologist visits the school regularly and we currently have access to 15 hours of EP support to meet children's needs and to carry out assessments, following discussion with the SENCO.
- Specialist teaching is requested where we do not have the necessary in-house expertise - for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and behavioural difficulties. This is currently funded by school for 6 days per year.
- The Speech and Language Therapists work in school to support children where this is indicated. Mrs J Noble and Mrs L Greaves deliver specific programmes provided by SALT.
- The INCO liaises frequently with a number of other outside agencies, for example:
  - . Social Services
  - . Education Welfare Service
  - . School Nurse
  - . Community Paediatrician
  - . Speech Therapy
  - . Physiotherapy
  - . Occupational Therapy.
- Parents are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils with SEN.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made for the class teacher to meet all parents whose children are being registered as having SEN. The INCO will be invited to this meeting if either the

class teacher or the parent thinks this is appropriate.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed, that where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Support plan targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All support plans and reviews will be copied and sent to parents after meetings.
- Parent's evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

### **Links with other schools/Transfer arrangements**

Foundation staff work together hence a good transition is made between FS1 and FS2. SEN concerns will be brought to the attention of the INCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the INCO will telephone to further discuss the child's needs. Children transferring from Lacewood primary to new schools will have a Special Needs File, which gives details of SEN and provision. The INCO will discuss these children with other schools on request.

### **Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the INCO, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed as appropriate. Class teachers will alert the INCO if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. Parents will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents' notice board.

### **Evaluating the Success of the School's INCLUSION Policy**

The INCO will provide information to the governing body as to the number of pupils identified as having SEN, three times a year in October, March and July.

Individual targets for SEN will be reviewed through support plan targets if a child is already on an

EHC plan or there is reason to warrant this in the future. Other children on the SEN register will be reviewed through their own targets within class and through intervention assessments as appropriate. A summary of the outcomes arising from these targets will be reported to parents at regular target setting meetings.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place daily, half-termly and across the whole school, particularly with regard to Literacy and Maths. Examples of work carried out by children with a need are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. (particularly work carried out through intervention and specific based programmes).

## **Appendix 1: Criteria for SEN Registration**

### **Identification and Assessment – Monitoring.**

High-quality teaching, recognised as the universal offer of the school, is the foundation in every classroom. This means that staff are confidently identifying and meeting the needs of all learners and the evidence for this can be seen from:

- u observations of classroom practice
- u progress and attainment data
- u the scrutiny of work produced
- u discussion with teachers
- u the views of parents and carers
- u the views of the pupil.

Everyone's perspective informs the assess, plan, do, review cycle at each stage, and decisions about the need to change provision are agreed by all. The issue then, about whether a pupil is recorded as receiving SEN support and so is then on a school register for this, is clear to everyone involved and becomes potentially less sensitive.

We invest in achieving a strong foundation of universal, high-quality teaching through sound use of the SEN notional budget, as well as the pupil premium grant.

Where pupils are receiving high-quality universal provision but their progress is still of concern, teachers make use of a range of assessment tools to 'drill down' effectively and identify any gaps in learning or areas for development. They use this information to plan the most appropriate, evidence-based intervention, often in collaboration with the SENCO and, where necessary, with specialist teachers and outside agencies. While the intervention is running, the teacher takes full responsibility for monitoring the quality (in terms of the regularity and integrity) of the provision, and tracks progress. The learning aims for the intervention are reinforced and for discussion at the point that a learner may be placed on, or removed from, the SEN register.

### **OFF TRIGGER**

**Adequate progress might be progress that:**

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvements in the child's behaviour

## ON TRIGGER

### Triggers for intervention could be:

- Making little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continuing working at levels significantly below expected for children of a similar age in certain areas
- Presenting persistent emotional and / or behavioural difficulties, which are not improved by the behaviour management techniques usually employed.
- Having sensory or physical problems, and continuing to make little or no progress despite the provision of personal aids and equipment
- Having communication and / or interaction difficulties, and requiring specific individual interventions in order to access learning.
  
- These children require differentiation within planning; the differentiation may be of learning intention, structure or content of teaching, activity or outcome.
- These children should be catered for mainly within whole class planning frameworks and individual target setting through daily planning.
- These children will be registered at SEN Support if their needs are significantly greater than their peers and they meet the criteria contained in the Triggers.

### SEN Support -

- Children within the class for whom you have concerns above 'normal classroom differentiation'.
  
- Children who have needs similar to other children with SEN within the class (letter recognition, lack of phonic or phonological awareness, sight vocabulary, spelling etc). Where needs are similar it is appropriate to support these children within a group focussing on the particular concern. This group may be taught by the class teacher and may also be supported by a TA.
- The responsibility for planning for these children lies with the class teacher in consultation with the SENCO if necessary.
- Planning for individuals can be further addressed through daily planning and target setting as above.
- Children whom you consider to have more severe or longer term needs, which are likely to result in an application for further professional advice. These concerns are often more major and of an individual nature. They may also seem likely to be long term.
- These children will almost always have some additional support either individually or within a group and require individual plans which run alongside whole class and group plans in order to carefully target needs. Individual planning is supported by the SENCO whilst the class teacher constructs other plans as before.
- These children should have an SEN support document, which is set up with a cover document. There should then be 6 weekly review meetings at which action plans are devised arising from the initial cover document. All those working with the child monitor targets from the action plan weekly. Parents are invited to all meetings to review

individual plans.

- These children will have been discussed and where possible, observed or assessed by the educational psychologist. Other professionals may also be involved in producing programmes for the child (i.e. EBD, speech therapy).
- These children will have additional individual support at some time during the school week, matched to their needs and agreed targets. Planning and review will take the same format as for the previous group of children.
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- **Request for Formal Assessment EHCP**

Children for whom it has been agreed with parents, that a statutory assessment may be necessary in order to determine whether an EHCP needs to be acquired.

The school would submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgement (using the current 'Criteria for deciding to make a statutory assessment') about whether or not the child's needs can continue to be met from within the resources normally available to the school, or whether the child's needs should be assessed.

Planning systems continue as before whilst awaiting the outcome of any application.

### **EHC plans**

Code of Practice Chapter 9.

Children who have an EHCP and for whom additional support is provided using the funding arising from this.

There will be an annual review meeting chaired by the INCO (Code of Practice Chapter 9) to agree the appropriateness of provision and to recommend to the LEA whether any changes need to be made either to the EHCP or to the matrix allocation made for the child.

### **Identification of the 'More Able'**

The range of attainment amongst the more able is varied. At Lacewood we use a range of strategies to identify these children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school records give details of their achievements and particular areas of interest and discussions with parents and carers enable us to add further details to these records.

The Foundation Stage Profile, with its focus on early years' goals, gives information about children's developing skills and aptitudes across the areas of learning. We use this information when planning for individual needs and the identification of the more able.

On leaving Nursery approximately 3 children per cohort will be identified as being 'more able' based on the evidence collected. However, the tracking of all our children has begun, regardless of ability.

As the children progress through school, assessments are administered regularly to ensure that progress is being made against targets set, evidence being held centrally, in individual portfolios and through the school's system of record keeping. Regular teacher assessments further inform each child's progress in all National Curriculum subjects. Outside agencies/experts, e.g. the educational psychologist, are involved where appropriate.

Each teacher regularly reviews children's progress and updates their records. Teachers meet

with parents on a regular basis both informally and during termly target setting meetings to discuss each child's individual progress and their targets for the coming term.

### **The Role of the Headteacher**

The role of the Head teacher involves: -

- Supporting the co-coordinator in encouraging colleagues to maintain a fully inclusive classroom
- Ensuring appropriate funding e.g.: building modifications and resources
- Enabling a regular review of the inclusion policy and ensuring that the policy is implemented for both pupils and staff
- Facilitating staff development in areas of inclusion

### **The Role of the Co-ordinator**

The role of the co-ordinator involves: -

- Taking the lead (in conjunction with the Headteacher) in policy development, review and implementation
- Supporting colleagues with planning, differentiation, teaching and effective utilisation of resources
- Taking the responsibility for the purchase and organisation of central resources
- Keeping up to date with new legislation and recommendations/requirements (attending in-service courses and LEA co-coordinators meetings etc) and disseminating appropriate information to colleagues
- Encouraging colleagues' attendance on suitable courses

### **The role of the class teacher**

It is the responsibility of the class teacher, with the support of the co-coordinator, to ensure that activities are planned for the more able child. Staff can use the More Able pupils' identification checklist (**Appendix 1**), and complete and forward this to the Inclusion co-coordinator. A register of identified children will be stored centrally, with responsibility of updates to the register being held by the INCO with advice from the class teacher.

### **The Assessment Co-coordinator**

It is the responsibility of the assessment co-coordinator to monitor the progress of identified children through discussions with the class teacher, the INCO and assessment data analysis. Children may be added or removed from the register after consultation with the INCO.

### **Transfer and Transition**

Each July a transition meeting is held as children transfer to their new classes. It is the responsibility of each class teacher to pass on the specific, individual information to the receiving teacher. Any changes to the register must be identified in the files held centrally.