

# Inclusion Policy and Procedures

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Date of Policy: September 2018

Date Adopted: September 2018

Date for Review: September 2019

## **Procedures for Inclusion**

*These policies should be read in conjunction with the Equality Policy, Learning and Teaching Policy and Behaviour Policy.*

Each child is unique and at Burrsville Infant Academy we aim to offer an outstanding and inclusive learning environment.

We develop a culture where all members of staff and all pupils feel accepted, encouraged and motivated regardless of their background and abilities. We want to offer all our pupils opportunities for emotional, social and educational development. A creative, differentiated and interesting curriculum coupled with skilled and motivated staff help to contribute to a philosophy of accomplishment and achievement.

We have high expectations of *all* children; we look for ways to support them as individuals, preparing them for a successful, fulfilling future.

By looking at academic progress across the school, we can identify different groups of learners, including 'more able' children, children for whom English is an additional language, vulnerable children and those with specific educational needs. We can then design targeted support that minimises barriers to learning and extends and challenges pupils according to their ability.

## Policy for Pupils with English as an Additional Language (EAL)

### **Introduction**

This policy outlines our school's aims and strategies to ensure all EAL pupils fulfil their potential. This policy covers the key areas of:

- Ethos
- Curriculum
- Assessment
- Specific support for New Arrivals

(Refer to school Equality Policy for whole school approach including education against racism)

### **Ethos:**

At Burrsville Infant Academy we are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL).

### **Curriculum:**

*All teaching staff:*

- have the responsibility to provide the highest quality teaching and learning opportunities for all pupils (as outlined in the Learning and Teaching policy)
- identify and teach key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- provide opportunities for speaking, listening and drama.
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- provide additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary
- make use of a range of ICT activities
- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- group children strategically for different activities
- ensure, where possible, learning progression moves from the concrete to the abstract (younger children and early speakers of English learn a new concept in a practical 'hands on' (concrete) way. As a child becomes older, more advanced and/or is exposed to English for longer they should be able to apply concepts in a more abstract way e.g. with pencil and paper)
- provide scaffolding for language and learning, e.g. talk frames, writing frames

### **Assessment**

- All pupils, including those learning EAL are assessed according to the whole school Assessment policy (see Assessment policy).
- Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- Interventions are provided for pupils identified as requiring additional support following data analysis. These are included on the provision map.

**NB:** Pupils with Special Educational Needs (SEN) and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.

If EAL pupils are identified as Gifted and Talented, they have equal access to the school's provision.

## Policy for 'Gifted and Talented' Pupils

To be read in conjunction with the following core policies: Learning and Teaching, Assessment, Inclusion (SEN and EAL), Health and Safety, The Curriculum Framework and the Home-School Agreement.

### **Introduction**

Burrsville Infant Academy recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school.

### **Definition**

Children are defined as gifted and talented in areas of: -

- general intellectual ability
- specific aptitude in one or more subjects
- creative and performing arts
- psychomotor ability

### **Gifted Children**

Gifted children are those who possess a high level of academic ability (potentially or demonstrably) in one or more subject areas.

### **Talented Children**

Talented Children show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination, or highly developed social skills will also be acknowledged.

### **Aims**

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To stimulate children through extracurricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through 'The Quality Standards.'

## **Identification**

Identification is used to ensure effective and suitable provision is made for the more able child. Needs identification should inform planning. This will ensure that the appropriate pace, rigour and challenge needed for their children to progress.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify and provide for the most able.

## **Classwork**

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

## **Co-ordinating and monitoring**

The monitoring of Gifted and Talented children will be the responsibility of the class teacher however the following people can support this through regular reviews:

1. Headteacher
2. SENCO
3. Governor with responsibility for Gifted & Talented Children.

# Policy for Special Educational Needs

## Legislative Compliance

This policy complies with the guidance given in *Special Educational Needs and Disability Code of Practice: 0 to 25 years – Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* July 2014

It has been written as guidance for staff, parents or carers and children.

## Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable groups of learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the National Curriculum.
- Special Educational Need might be an explanation for delayed or slower progress, but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, whilst focusing on individual progress as the main indicator of success.

## Aims and Objectives of this Policy

The aims of inclusion policy and practice in this school are:

- To reach high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN.
- To carefully map provision for vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To provide curriculum access for all
- To achieve a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform Burrsville Infant Academy of difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child and involving parents in the process
- Keeping parents and carers informed and giving support
- Providing all information in an accessible way.

## Involvement of Pupils

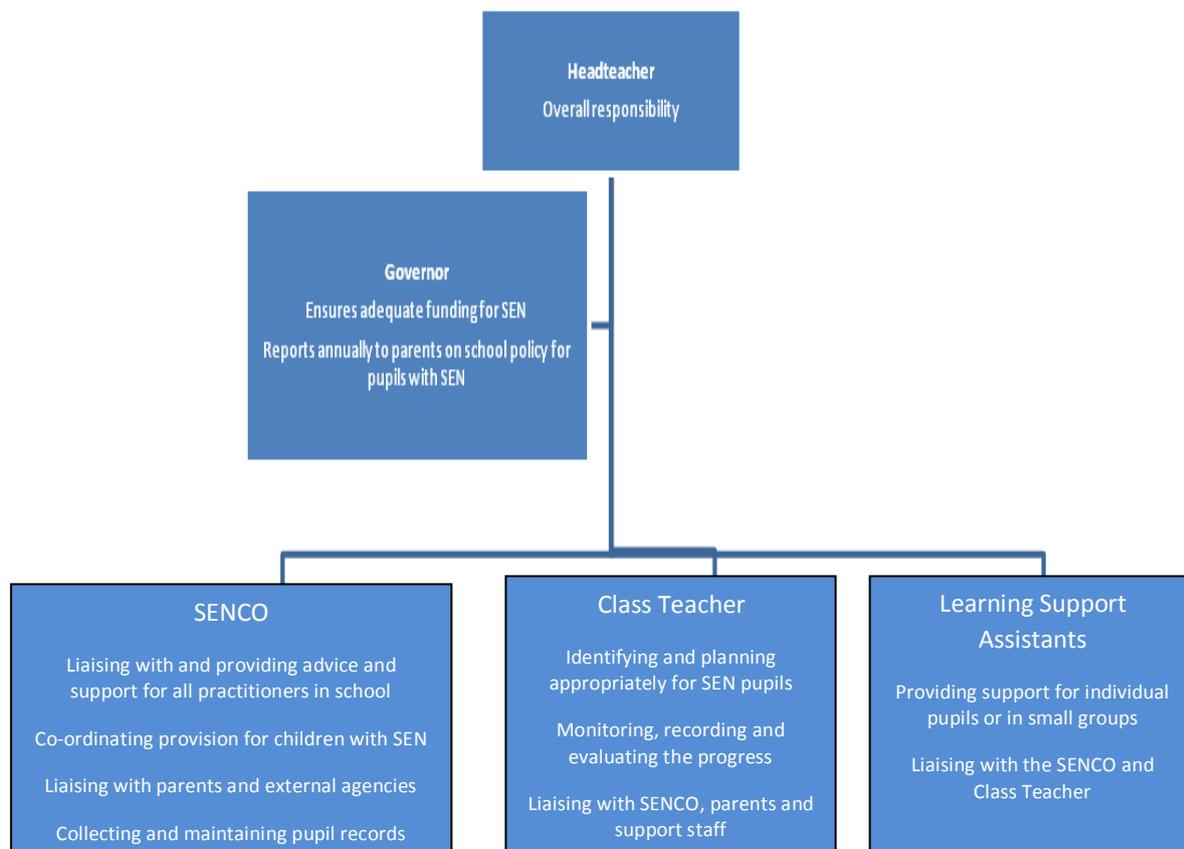
We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success.

## Management of Inclusion within School

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the SENCO, also our Headteacher. The SENCO is responsible for reporting regularly to the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

**All staff in school take responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of special educational needs. Staff are aware of their responsibilities towards vulnerable learners, including the stage at which pupils identified as having special educational needs are working. A positive and sensitive attitude is shown towards those pupils.



## Headteacher

- The Headteacher and the governing body will delegate the responsibility for the day-to-day implementation of the policy to the SENCO.
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system;
  - Maintenance and analysis of whole-school provision map for vulnerable learners;
  - Pupil progress meetings with individual teachers;
  - Regular meetings with the SENCO;
  - Discussions with pupils and parents.

## SENCO

The SENCO oversees the day-to-day operation of this policy in the following way:

- Co-ordinating provision for children with special educational needs;
- Maintenance and analysis of whole-school provision map for vulnerable learners;
- Liaising with and advising teachers;
- Managing learning support assistants;
- Overseeing the records on all children with SEN;
- Liaising with parents of children with SEN, in conjunction with class teachers;

- Contributing to the in-service training of staff;
- Implementing a programme of Annual Review for all pupils with a statement of special educational need/Education, Health and Care (EHC) plan;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils on the additional needs register;
- Liaising sensitively with parents and families of pupils on the additional needs register, keeping them informed of progress;
- Attending area SENCO meetings and training as appropriate;
- Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for pupils with SEN (nationally, locally and within school);
- Liaising closely with a range of outside agencies to support pupils with SEN, including educational psychologist(s), Local Health Trust(s), Education Welfare Service, School Improvement, SEN Team, Behaviour and Attendance Team.

## **Class teachers**

- Liaising with the SENCO to agree which pupils will be on the additional needs register and which vulnerable, perhaps underachieving, learners can be provided for well by well-differentiated quality first teaching;
- Working closely with the pupil, implement and monitor individual provision maps;
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing differentiated teaching and learning opportunities;
  - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

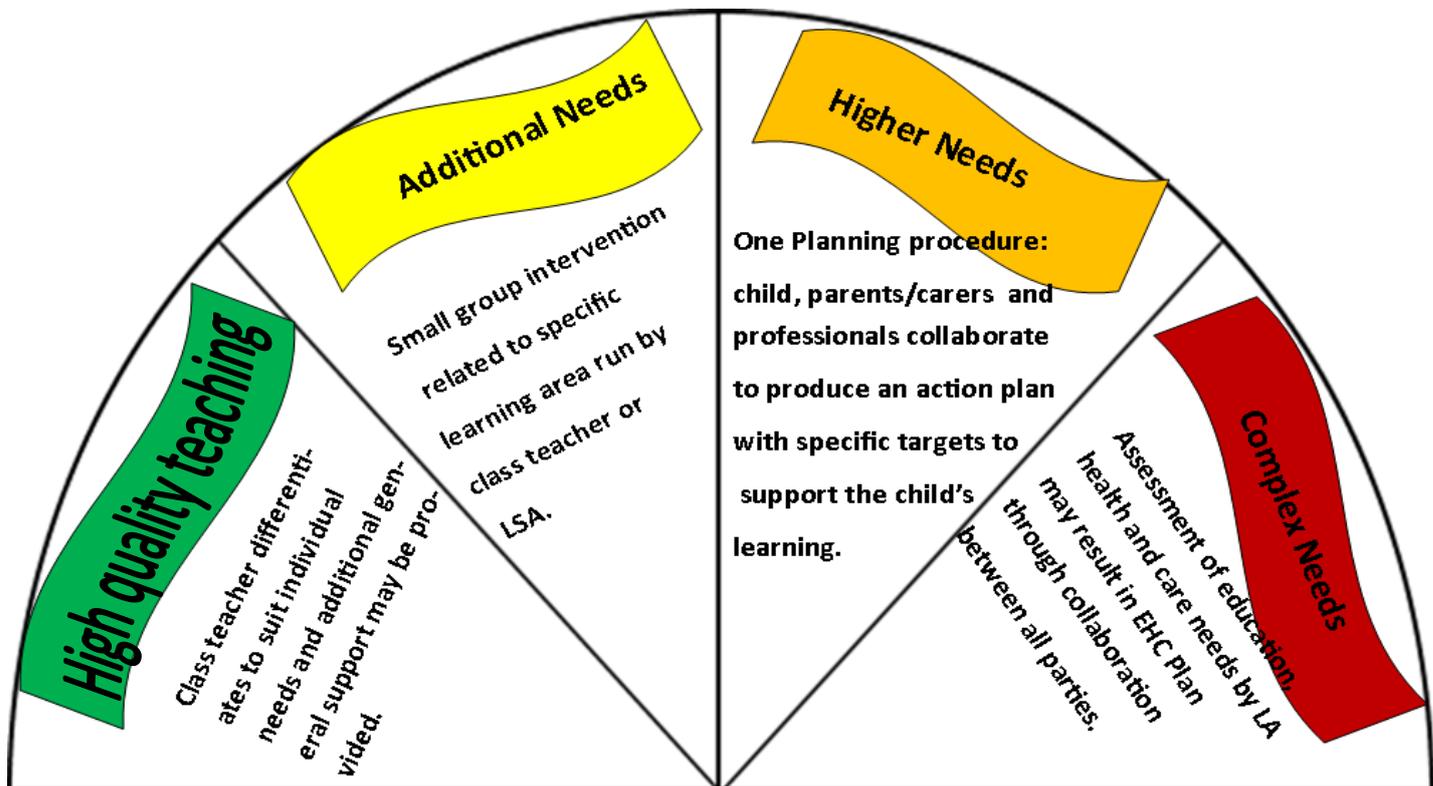
## **Admission Arrangements**

In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

## **Identification, Assessment and Provision**

It is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all pupils.

Recognising that children learn in different ways and may develop at different rates, Burrsville Infant Academy adopts a graduated response to SEN, illustrated schematically in the diagram below.



## The Effective Support windscreen

We aim to work together to provide support for children in accordance with their needs.

### High quality teaching

Each pupil's education will be planned for by the class teacher as part of high quality teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class.

### Additional Needs

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the Interventions Manager to establish the effectiveness of the provision and to inform future planning.

### Higher Needs

If a pupil has higher level needs this may result in the creation of a one plan. The one planning process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved.

### Complex Needs

If a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the child, family and other relevant professionals

## **Transition arrangements**

Children transferring from a Burrsville Infant Academy to a new school will have their SEN records sent on. The SENCO will also discuss these children with other schools on request. At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEN records sent. When children with SEN move from one year level to the next information is shared between current teachers.

## **Complaints**

If you have any concerns relating to the schools provision regarding the SEND provision for your child please speak to the Headteacher/SENCO. We aim to resolve any concerns parents have in person.

## **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and senior leaders;
- Work sampling on a regular basis;
- Scrutiny of books and planning;
- Informal feedback from all staff;
- Pupil progress tracking using assessment data whole-school processes;
- Discussions with pupils and parents;
- Attendance records and liaison with EWS (Education and Welfare Service) and Aquinas Attendance Solutions;
- Regular meetings between the SENCO and Governor for SEN;
- Headteacher's report to parents and governors.

## **Staff Development and INSET**

Continued Professional Development (CPD) and training for staff is essential. We look for ways to use the skills and specialities of teachers and teaching assistants and share best practice through weekly staff meetings and training sessions. Burrsville Infant Academy strives to develop staff knowledge but will readily utilise external professionals to provide expert services if a pupil requires it.