

Stanborough Primary & Nursery School

INCLUSION POLICY

Incorporating SEN, Gifted & Talented and EAL

1. Rationale

The Human Rights Act (1998) places emphasis upon 'fairness' and 'justice' in meeting children's needs and the Disability Act (2001) was designed to make sure that where possible, disabled people have the right to be able to work to their fullest capacity and have their chance to fulfil their potential. We at Stanborough Primary School are committed to providing an appropriate and high quality education to all the children living in our community. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

2. Aims and Objectives

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

At Stanborough we are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to all learners.

This does not mean we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys
- Ethnic minority groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with Special Educational Needs
- Learners who are disabled
- Those who are gifted and talented

We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. Our ethos is in line with an approach that embraces giving additional provision for specific children even when their needs do not require specific SEN support.

To this end there are three other policies directly related to this Inclusion policy.

1. The SEN Policy
2. The Gifted and Talented Policy and
3. The EAL Policy

3. INTRODUCTION

3.1 We believe that... '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:

(a) have a significantly greater difficulty in learning than the majority of children of the same age: or

(b) 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

2.0 Statement of Intent

2.1 It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

2.2 We cater for pupils who experience difficulties in: -

- Cognition and learning
- Behaviour, emotional and social development
- Communication and interaction
- Sensory and/or physical and medical conditions

3.0 Aims and Objectives

3.1 We aim:

(a) to identify pupils with SEN as early as possible and that their needs are met

(b) to have in place systems whereby teachers are aware of such pupils

(c) to provide all our children with a broad and balanced curriculum which is differentiated to the needs and ability of the individual

(d) to be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LEA and outside agencies

(e) to ensure all pupils make effective progress and realise their full potential

(f) and to ensure all pupils take a full and active part in school life.

4.0 Admissions

4.1 We will: -

- Treat all applications equally and we will not discriminate against pupils with special educational needs.
- Adopt a whole school approach in which the admission of any individual is considered in the context of ensuring the child's needs can be met, and that the provision is compatible with the efficient education of other children and is an efficient use of resources. (The Green Paper 2011)

5.0 Complaints Procedure

5.1 Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school (Head, SENCO and Class Teacher) in order to resolve the issue.

6.0 Curriculum

6.1 The school aims to provide for pupils:

- a broad and balanced curriculum.
- a curriculum which is differentiated to their needs.
- a range of teaching strategies to meet their needs.
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs.

7.0 Range of Provision

7.1 The school aims to provide a variety of provision by way of:

- Teacher differentiation
- TA In-Class support where applicable
- Part-time SEN Teacher support one-to-one or small group
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8.0 Roles and Responsibilities

People in the Process	Responsibilities
8.1 Special Needs Co-ordinator (SENCO)	<ul style="list-style-type: none">▪ To work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school.▪ Co-ordinating provision for children with special educational needs.▪ Liaising with and advising fellow teachers.▪ Managing learning Support Assistants▪ Overseeing the records of all children with special educational needs.▪ Liaising with parents of children with special educational needs.▪ Contributing to the in-service training of staff.▪ Liaising with external agencies including LEA's support and educational psychology services, health and social services, and voluntary bodies.

8.2 The Governing Body	<ul style="list-style-type: none"> ▪ To ensure that provision of SEN is of a high standard. ▪ To have regard to the Code of Practice when undertaking its responsibilities. ▪ To report annually to parents on the effectiveness of the school's SEN policy. ▪ To have in place a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her. ▪ To have in place a strategy to monitor the school's SEN policy.
8.3 The Headteacher	<ul style="list-style-type: none"> ▪ To ensure that the daily management of SEN provision is effective. ▪ To work closely with the SENCO and the teaching and support staff ▪ To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN. ▪
8.4 The Class Teacher	<ul style="list-style-type: none"> ▪ To be aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them. ▪ To deliver the individual programme for each SEN pupil as set out in their IEP. ▪ To develop IEPs for SEN pupils by working closely with the SENCO and support staff. ▪ To notify parents when the school feels that their child has special educational needs. ▪ To inform parents when SEN provision has been made for their child.
8.5 Parents	<ul style="list-style-type: none"> ▪ To work closely with the school in order to develop a partnership that will support SEN pupils (See Partnership with Parents)
8.6 Pupils	<ul style="list-style-type: none"> ▪ To make pupils aware that they can be a partner in the delivery of their individual programme as set out in their IEP.

9.0 Identification, Assessment

9.1 Early Identification: -

- We feel it is vital that pupils with SEN are identified at an early stage. Every teacher in this school is responsible for identifying pupils with SEN.

- We will inform parents at the earliest opportunity of the school's concerns and that the appropriate SEN provision has been made for their child.

9.2 Assessment: -

- It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEN at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

10.0 Graduated Response to Pupils' Needs

10.1 Once pupils have been identified as having SEN the school will intervene through either **School Action or School Action Plus** as advocated in the Code of Practice (CoP)

10.2 School Action intervention can be triggered through concern that despite receiving differentiated teaching pupils: -

- make little or no progress
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation.

The SENCO will consider an appropriate approach such as: -

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training group support
- devising intervention and monitoring their effectiveness by providing extra adult time
- LEA support for advice on strategies and equipment or staff training

10.3 An Individual Education Plan will: -

- record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs.
- will include information about: -
 - short-term targets
 - teaching strategies
 - provision to be put in place
 - when the plan is to be reviewed
 - success and/or exit criteria
 - outcomes (recorded when IEP is reviewed)

10.4 IEP reviews should: -

- take place termly or possibly more frequently for some children
- record the extent to which targets have been met
- set new targets, outline new strategies and the provision to be made

If at an IEP review it is considered the pupil has not progressed then the pupil should move to **School Action Plus**.

10.5 School Action Plus intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress

- are working at National Curriculum levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships.

10.6 A Statutory Assessment may be requested from the LEA if the child still remains a cause for concern and a Statement of Special Educational Need will be provided if the LEA feels that the child requires provision beyond what the school can offer.

10.7 A Statement of Special Educational Need will: -

- outline details of the LEA's assessment of the child's SEN
- state the special educational provision which will be made to meet those needs
- identify the type of school which the LEA believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school.

10.8 The Annual Review will: -

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year

10.9 A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

11.0 Partnerships

11.1 We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

11.2 Pupils with SEN will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

12.0 In-Service Training

12.1 Identified in-service training will be undertaken in line with the school's Professional Development policy.

13.0 Monitoring

13.1 Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

14.0 Evaluation and Review

14.1 The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

14.2 A review of the **SEN policy** document should be undertaken every year. The SEN policy is a working document and should be kept under constant review.

Policy for Gifted and Talented

Introduction

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all learners
- Greater enterprise, self-reliance and independence for all learners

In order to achieve these aims, we will ensure that all learners have opportunities to develop specific skills or talents.

Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Identification

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

Test scores

Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)

Reading ages

This information is collated by the gifted and talented co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability when appropriate.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Opportunities to perform and show-case their gifts and talents.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.

Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis by the Inclusion co-ordinator.

The EAL Policy

(English as an Additional Language)

This policy details our arrangements to recognise and meet the needs of pupils who are learners of English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of our school.

Throughout this policy, and in other related policies and documents, these pupils are referred to as “EAL pupils.”

Context

At Stanborough Primary school our population is comprised of a wide range of minority ethnic groups. Of these, a minority have been identified as EAL pupils.

Our EAL pupils generally come from a small range of ethnic groups and vary from cohort to cohort.

Aims

- To be proactive in removing barriers to achievement of EAL learners.
- To meet our responsibilities to our EAL learners by ensuring their equal access to the curriculum and other educational opportunities.
- To provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.

Objectives – School

- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our E.A.L. pupils attain curriculum levels and public examination grades appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our E.A.L. pupils' acquisition of English, of their general achievement and of their attainment in public examinations/end of Key Stage assessments.

Objectives – Pupils

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give E.A.L. pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

Underlying Principles

- Our E.A.L. pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.
- The multilingualism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a “learning difficulty”. EAL pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The Co-ordinator is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Being informed by staff of the identification of any E.A.L pupils.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining an EAL register.

Admitting New Pupils

We follow the school's normal admission procedure which includes the collection of the following additional information:

- Country of origin
- Date of arrival in U.K.(where applicable)
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Pupil's educational background

We normally attempt to contact previous schools. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

Placement in Teaching Groups/Classes

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

EAL pupils:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible ie with their intellectual/academic equals
- Are not automatically placed with Learning Support pupils

At Stanborough we will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons e.g. use of talk partners.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils. Eg writing frames.

- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable E.A.L. pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.

EAL Assessment, Record Keeping and Information Transfer

The school maintains an EAL pupil register.

All relevant information is disseminated to teaching staff or to other schools.

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