



Inclusion Policy

Date: March 19
Review: Spring 21

Special Educational Needs

Inclusion Coordinator

The Inclusion Co-ordinators (INCo) are responsible for co-ordinating provision for children with SEND and Gifted and Talented. The school INCos are Mrs J Fisher and Mrs C Elson. They can be contacted via the School Office.

Nominated Governor

There is a nominated governor with responsibility for Special Needs. The SEN Governor is Mrs L Brewis

Every teacher at Roebuck is a teacher of every child in their class including those with SEN. Our SEN policy applies to all children in the school including those in the Early Years Foundation Stage (EYFS).

Aim

It is our aim to raise the aspirations and expectations for all pupils with SEN. Our approach focuses on the outcomes for children not just an allocation of provision and support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in The SEND Code of Practice 2015.
3. To work in partnership with parents, who are to be consulted and involved in their child's education.
4. To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Needs

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. There are four areas of special education needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into a category. In deciding whether to make special educational provision the class teacher and INCos, in partnership with the child's parents gather information about the child's progress, explore other factors impacting on the child's progress and attainment and consider the needs of the whole child.

SEN Support

SEN Support takes the form of a four-part cycle:

1. Assess.

A clear analysis of the pupil's needs is carried out. This is reviewed at least termly.

2. Plan.

The class teacher in consultation with the INCos, child and parents produces a SEN Support Plan (SSP) which includes interventions and the support to be put in place. It has clear outcomes to be achieved over the next year.

3. Do.

The class teacher remains responsible for working with the child on a daily basis, even though interventions may involve small group or 1 to 1 teaching away from the main class. Interventions are delivered by a teacher or trained teaching assistant. Class teachers work closely with any teachers, teaching assistants or external specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The INCos support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review.

The effectiveness of the SSP is reviewed at least termly. Children and their parents are involved in this process and are encouraged to express their views. The INCo will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

Education and Health Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school and parents will consider requesting an Education, Health and Care needs assessment from the local authority.

External Agencies

School will refer children to external agencies when appropriate. This will usually be discussed at a review meeting and parents consulted. External Agencies currently working with school include:

- Educational Psychology
- The School Medical Service
- Staff from the Specific Learning Difficulties Base
- Speech and language therapist
- SEND SAS Team
- Hearing Impairment Team
- Attendance improvement officer

Exiting SEN Support

Children will no longer receive SEN support when their needs can be met by provision that is normally available to pupils of the same age.

Supporting Pupils and Families

SEN support includes planning and preparation for the transitions between classes and phases of education. To support transition, the school should share information with the new schools or other settings. SEN support includes provision for accessing formal assessments. This is the responsibility of the class teacher supported by the INCo.

School recognises children with medical conditions and disabilities should be fully supported so that they have full access to the curriculum including trips. Children with medical conditions have their needs met through a health care plan.

Management Strategies

The responsibilities of the INCos involve supporting colleagues with the teaching of pupils with SEN, being informed about current developments in this area, and providing a strategic lead and direction for this area in the school. The INCos will give the Senior Leadership Team an annual summary report in which the strengths and areas for development in this area are evaluated, and areas for further improvements are indicated.

Resources

The school receives delegated funding for SEN from the Local Authority (LA). Additional funding from the LA may be available for children with exceptional needs. Each year a proportion of the SEN budget will be spent, as appropriate on some or all of the following:

- INCos and/or specialist/experienced teacher
- Pastoral Support worker
- Teaching Assistants to deliver Interventions
- Teaching resources and equipment
- INSET for SEN
- Reduced adult child ratio

The SEN budget is discussed with the Governors. The effective use of the budget is to be kept under review by the governing body who will receive termly reports from the Head teacher, and the School Improvement Committee who will report to parents.

Facilities

Roebuck Primary School is fully accessible. The Den is a specially designed room for social, emotional and mental health support. It also has sensory equipment.

Training

INSET needs of all staff are identified through our Performance Appraisal procedures.

Storing and managing information

Each child on receiving SEN support will have an SEN file which is kept in the locked filing cabinet. Each child, their parents and all staff involved have access to the child's SSP.

Complaints

We have adopted the Local Authority's complaint procedure in respect of children with SEN. Parents concerned about arrangements are encouraged to speak to the class teacher, Headteacher or INCo in the first instance.

Exceptionally Able and Talented Children (Gifted and Talented)

Introduction

At Roebuck Primary School and Nursery we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'exceptionally able' and 'talented'.

In these guidelines the term 'exceptionally able' refers to a child who has a broad range of achievement at a very high level. Those children who are exceptionally able have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more practical subject, such as sport or music, but who may not perform at a high level across all areas of learning. We also use the term 'very able' to describe the top 10% of pupils at each subject in each cohort.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Aims and Objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- Encourage children to think and work independently.

Identification of Exceptionally Able and Talented Children

We use a range of strategies to identify exceptionally able and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessments within the first three weeks of joining our Nursery and Reception classes. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the progress that we are expecting of them in their personal targets. We identify them as exceptionally able and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects

Aptitudes in English and Mathematics

Exceptionally able children in English are identified when they make outstanding achievement and when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- Possess a creative and productive mind and use advanced skills when engaged in discussion.

Exceptionally able children in mathematics are identified when they make outstanding achievement and when they:

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

Teaching and Learning Style

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an extension activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning, including opportunities for acceleration – working on a common theme but at a level usually associated with an older year group.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning but gives due regard to the gifted and talented learner.

We offer a range of extra-curricular activities for our children. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical, environmental, art/craft, and Literacy and Computing clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

Exceptionally able and talented children are encouraged to participate in external educational opportunities that further enrich and develop learning.

Management Strategies

The INCos coordinate the provision and practice within the school for Gifted and Talented children. The INCOs' role includes:

- ensuring that the Gifted and Talented register is up to date;
- supporting staff in the identification of Gifted and Talented children;
- providing advice and support to staff on teaching and learning strategies for Gifted and Talented children;
- Liaising with parents, governors and LA officers on issues related to Gifted and Talented children.

Often, the INCo will be supported in doing the above actions by Subject Leaders for all National Curriculum subjects.

Monitoring and Review

The Governor's School Improvement Committee will monitor the school's work with children with SEN and those who are Gifted and Talented. The Governing Body will report annually to parents on the implementation of the Inclusion policy. The Head teacher has overall responsibility for the implementation of the policy. The INCos have responsibility for its day to day implementation.