

Frederick Natrass Primary Academy

Inclusion Policy

AIMS OF THE POLICY:

- To explain the ethos and rationale behind provision for inclusion at Frederick Natrass Primary Academy.
- To outline the nature of the provision at Frederick Natrass Primary Academy.
- To set out the roles of the stakeholders involved in inclusive provision.

INTRODUCTION

As a school we are committed to ensuring that every child has the opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that children will have a diverse range of special needs (including learning, health, behavioural, emotional and physical needs) and that if these needs go unmet then this may have a detrimental effect on a child's overall ability to learn.

We aim to provide for all vulnerable groups of pupils including those who are Gifted and Talented (GTMA), who have a Special Educational Need (SEN) and pupils who have English as an Additional Language (EAL). We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the school that the need to learn English is not a special need in itself but may, or may not, be associated with an additional special educational need.

Diversity is valued as a rich resource, which supports the learning of all. The ethos of our school recognises every child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

DEFINITIONS OF INCLUSION

- Valuing all children and staff equally;
- Increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of local schools;
- Viewing the differences between children as resources to support learning, rather than problems to be overcome;
- Restructuring the cultures, policies and practices in the school so that it can respond to the diversity of children in the locality;
- Reducing barriers to learning and participation for all children, not only those with impairments or those who are categorised as 'having a special educational need';
- Learning from attempts to overcome barriers to access and participation of particular children to make changes for the benefit of children more widely;
- Improving schools for staff as well as children;
- Fostering mutually sustaining relationships between schools and communities;
- Recognising that inclusion in education is one aspect of inclusion in society.

*Index for Inclusion
CSIE (p.12, 2000)*

Inclusion Non-negotiables

- IEPs to be reviewed and written for each child on the SEN register three times a year (1 per term).
- IEP targets to be SMART (specific, measurable, achievable, realistic, time limited)
- IEP targets to be shared with parents and signed copies of IEPs kept in that pupil's Assertive Mentoring file. (A good opportunity for this will be at Assertive Mentoring meetings)
- Staff plan opportunities for children to meet their IEP targets through QFT and intervention.
- Staff work proactively with outside agencies to follow recommendations and advice and feedback progress.

1. DEVELOPING AN INCLUSIVE CULTURE WITHIN THE SCHOOL.

The development of an inclusive ethos or culture within the school is central to all provision. We aim to create a secure, accepting, collaborating, stimulating community in which everyone is valued. An important aspect of this is the 'sense of community' and the agreeing of shared values and practices supportive to inclusion amongst staff, students, governors and parents.

The school has examined itself with regard to a series of key indicators for:

Building a sense of community:

- Everyone is made to feel welcome;
- Children are encouraged to help one another;
- Staff collaborate with each other;
- Staff and children treat one another with respect;
- There is partnership between staff and parents;
- Staff and governors work well together;
- Local communities are involved with the school.

Establishing inclusive values:

- There are high expectations for all children;
- Staff, governors, parents share a philosophy of inclusion;
- Children are equally valued;
- Staff and children are treated as human beings as well as occupants of a role;
- Staff seek to remove all barriers to learning and participation in school;
- The school actively strives to minimise discriminatory practices.

ORGANISATION OF PROVISION

The school offers a continuum of provision to meet the diversity of pupils' needs. The majority of our teaching takes place in mixed ability classes (although some setting is in place to teach core subjects) where teachers use differentiation to ensure that Quality First Teaching (QFT) is delivered to meet the needs of all pupils. Wave 2 support is provided through writing and implementation of Individual Education Plans (IEPs) for vulnerable pupils and the outcomes of this are monitored by the class teachers and SENCo. Further, more specific provision is delivered through Wave 3 interventions, both individually and in small groups, which are delivered outside of the normal curriculum and are monitored through entry and exit data. Pupils are identified as in need to intervention based on analysis of half-termly, whole school assessment data. A range of interventions, including ICT programmes and published schemes, are used to meet the needs of these pupils.

At Frederick Nattrass Primary Academy we believe that EAL pupils learn best when they are working collaboratively with English speaking children who have a secure grasp of the language. Children therefore taught within their own year groups, often with peers of a similar educational (not language) ability and additional provision is put in place if specific needs are identified.

Intervention strategies employed by the school include:

- Blast;
- Read Write Inc. 1:1 intervention
- Direct Phonics;
- Write from the Start;
- Springboard;
- Numicon;
- Word Shark;
- Lexia;
- Nurture classes
- RTime
- Scoring High
- Little Sister

- Speech and Language Therapy
- Referrals for assessment to Occupational Therapy Team
- Alliance Counseling

MONITORING OF PROVISION

Core subject assessment data is gathered on a half termly basis for all pupils in the school and this data is used by a range of stakeholders to assess the progress of all pupils. The SENCO uses this data in conjunction with class teachers to target intervention and also measure the success of different intervention programmes. The majority of interventions which are put in place are also monitored using their own entrance and exit assessments and these are reviewed in conjunction with whole school data. Nurture Class interventions are monitored through use of the Boxall Profile to measure progress and need in specific areas of social skills.

PLANNING OF LEARNING

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments.
- securing their motivation and concentration.
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.
- developing positive relationships with students

Teachers' lesson plans include details of differentiation for inclusion and this will take different forms depending on the needs of the pupils. Examples for different groups include:

G&T/More able

- tasks which demand higher---order thinking skills
- access to advanced resources and materials which support the level of challenge
- extension – not 'more of the same' but more appropriate work
- stimulating lessons that have pace so that pupils are motivated by challenge
- creative learning tasks which have a degree of open endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions
- the opportunity to take risks in an organised way and sometimes to fail and to work collaboratively
- learning which involves authentic tasks and opportunity for choice and personalisation.

We also recognise the value of activities such as these for all pupils, not just those identified as G and T, therefore strategies such as these are used across the curriculum for a range of pupils in an inclusive manner, which encourages all pupils to engage in such tasks.

EAL

- access to word banks
- opportunity for visual literacy techniques such as reading pictures and drama
- opportunity for higher order thinking
- opportunity for discussion and cooperative learning
- opportunities to communicate in their first/home language where possible
- artefacts and materials which reflect the children's home background
- encouragement for children to write their own dual texts, when appropriate.

SEN

As above, but in addition:

- differentiated learning objectives and/or success criteria
- adapted and differentiated printed text to improve access and understanding
- graphic organisers and writing frames
- hands on equipment
- multi-sensory learning opportunities
- extra adult support
- additional visual cues
- learning opportunities which reflect IEP targets
- mixed ability and homogeneous groupings
- specialised targets which are reflected in planning
- differentiated homework

EXTERNAL SUPPORT TO ENRICH LEARNING

Our school works closely with a range of external agencies and other schools to ensure that we meet the needs of a range of pupils. We have a contract with the Speech and Language services which means that a designated Speech Therapist works in school with pupils one day a week and supports staff in delivering teaching which will further develop their skills. As a school we are also able to make direct referrals to the NHS Occupational Therapy Team who, following assessment of individual children, either provide advice on activities for children to complete or tailored 1:1 sessions delivered by a member of their team. We also work closely with contracted Alliance counsellors who work 1:1 with specific children to meet identified emotional needs. Alongside these agencies we also have strong working relationships with the Educational Psychology Service, Behaviour Improvement Service, Autism Outreach team and other services who provide support for pupils and professional development for staff as and when their services are needed. All of these professionals liaise with the school via the SENCO.

ASSESSMENT PROCEDURES

The school uses consistent nationally recognised assessment levels: Foundation Stage Profile, P Scales, National Curriculum levels and the Steps Ladder for Assessing children who have English as an Additional Language.

All teachers monitor and review pupil progress using these assessment tools. In order to ensure accurate assessments are made, teachers are supported by SLT and they are given opportunities to moderate samples of work and achievements across the core subjects. With specific reference to SEN children the assessment procedures are carried out by the class teacher and supported by the SENCO. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child. The class teacher, SENCO and SLT continually monitor and assess pupil's progress and these assessments are informed with information from all stakeholders who work that child.

Individual Education Plans (IEPs) are reviewed three times per year. EAL children will initially be assessed on the Steps Ladder if their grasp of English Language is in early development stages.

IDENTIFICATION OF UNDERACHIEVING AND GIFTED AND TALENTED PUPILS

SEN

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school aims for early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the

SENCO of concerns regarding children's learning. The SENCO then ensures further assessment and support is put in place.

G and T

Students who are identified as Gifted and Talented will have high achievement compared to their peers in at least one area of the curriculum or in the social skills which they demonstrate. A child who is talented is recognised as highly able in practical activities. A child who is gifted is recognised as highly able in academic work.

Students are identified through teacher nomination. We understand that for successful identification students must have access to a varied, challenging and engaging curriculum which allows Gifted and Talented students to 'show their potential.' The Gifted and Talented Leader holds and updates the Gifted and Talented register which is supported by evidence supplied by class teachers. The SENCO maintains the SEN register and the EAL leader maintains records of the progress of EAL pupils. Where cross-over exists between these groups the leaders work together to ensure support is provided appropriately and progress is measured. Teachers are responsible for the completion of all appropriate paperwork for children who are at the levels of School Action and School Action Plus, as well as writing IEPs and annual teacher reports for children with Statements. The SENCO is responsible for completing the paperwork required for Education and Health Care plans, application for alternative provision and applications for Top Up Funding. Class teachers are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement. IEPs are reviewed three times per year by the class teachers and other members of staff who work alongside pupils and this is overseen by the SENCO. Children and parents are encouraged to be part of the IEP target setting and reviewing process. Electronic provision maps are used to record support which is different from or additional to normal provision and these are updated on a half termly basis.

MONITORING OF WHOLE SCHOOL EFFECTIVENESS ON INCLUSION

The SENCO, Headteacher and Governors are responsible for reviewing the overall provision for EAL, SEN and G&T children. To support this, pupil's progress is tracked at a number of levels:

- the class teacher formatively assesses children's progress against IEP targets.
- there are annual review meetings for children with EHC plans.
- lesson observations include comments on provision and progress of pupils with different or additional needs.
- TAs are formally observed delivering interventions
- the effectiveness of interventions is monitored and reviewed.
- the SENCO updates the provision map each term.

Whole school effectiveness is measured by monitoring children on the inclusion registers (SEN, G&T, EAL) who are:

- completing IEP targets
- making progress through the 'P Levels'
- making progress through the EAL Steps Ladder
- achieving their National Curriculum targets
- achieving or exceeding their End of key stage targets
- ready for a reduction in the quantity of support they require

ROLE OF PRINCIPAL

The Principal has responsibility for managing the work of the SENCO. They must keep the school's governing body fully informed and work closely with the SENCO.

ROLE OF SENCO

The SENCO's role includes working alongside the EAL and G&T leaders. The key aspects are:

- updating the inclusion policy.
 - reporting to the governing body on school effectiveness.
 - monitoring and assessing provision for inclusion.
 - identifying children's barriers to learning and providing staff with appropriate strategies.

- sharing inclusive expertise with classroom teachers and TAs
- working with coordinators to purchase appropriate resources
- monitoring pupils' progress
- liaising with parents
- co-ordinating cross phase/cross school transition
- liaising with and co-ordinating external specialist provision.
- managing inclusion resources
- organising appropriate training
- line managing teaching assistants

ROLE OF CLASS TEACHER

It is the responsibility of the class teacher to;

- provide an atmosphere that reflects the multi-cultural ethos of the school
- proactively identify special educational needs
- ensure that all children have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of EAL, G&T and SEN children
- discuss specific strategies used with these pupils at parents' evenings
- complete required Inclusion documentation as directed by the SENCO.

ROLE OF GOVERNORS

The Academy's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special and for reporting to parents on the fulfilment of the academy's Inclusion Policy. The named Governor is a portfolio holder who works with the SENCO as a critical friend to support the Academy in providing the highest quality provision for all pupils.

ROLE OF PARENTS

The knowledge, views and first hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Parents are invited to meet with the class teacher at Assertive Mentoring meetings and discuss their child's progress towards their IEP targets when IEPs are reviewed and re-set. The SENCO meets with parents regarding their child's additional needs and provides support and information as required. Parents are invited to engage in meetings with external agencies to inform the professional's understanding of the child and also receive support regarding how they can support their child's development.

This policy is monitored by the governing body and reviewed annually or as required to take into account national changes in policy.

Last updated – June 2014 – N. Wright