



Windermere Primary School

Inclusion Policy (incorporating Gifted & Talented, EAL¹ & SEN²)

Introduction

At Windermere Primary School we are committed to giving all our children every opportunity to achieve the highest of standards. The purpose of this inclusion policy is to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. In order to achieve this we have to make sure that we consider the needs of the different groups of children within our school. (Please see appendix 1 for a full list)

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- provision of opportunities for all children to develop socially, emotionally, intellectually and physically
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- maximising access to the curriculum by working with appropriate outside agencies, acting on their advice and support

As an inclusive school we must continually review and update our provision by asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are the barriers to learning in identified groups
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- What do we do next?
- Does the practice, management and deployment of resources in the school ensure the needs of all children are met?

¹ EAL – English as an Additional Language

² SEN – Special Educational Needs

- Are all members of staff clear about their role and responsibilities in implementing the policy and how they can access additional advice and support?
- Do educational professionals and parents work together in partnership?
- Have standards (measured by SAT³ results, P levels⁴ and Age Related Expectations) improved generally across all groups of pupils?
- What are the views of learners?

Inclusive Practice at Windermere Primary School

3.1 The staff at Windermere Primary School aim to give all children the opportunity to succeed and reach the highest level of personal achievement.

This is achieved through:

- effective management of the inclusion policy by the SLT⁵ & Governing Body (see Appendix 2 for roles and responsibilities)
- the admissions policy which is in line with Local Authority regulations and procedures
- ensuring that appropriate measures are taken upon admission of any pupil whatever their needs, including liaison with feeder schools and outside agencies
- the Equality and Diversity Policy (see separate document)
- detailed differentiated planning, taking into account the abilities of all children
- rigorous tracking of pupil progress (see Assessment, Target Setting & Feedback Policy)
- early identification of vulnerable pupils (see appendix 1)
- provision of a range of intervention strategies
- involvement of the pupils in taking responsibility for planning and evaluating their learning
- gathering the views of all stakeholders
- working in partnership with parents ensuring they are kept well informed at all stages of identifying and planning for the specific needs of their child
- the implementation of the behaviour policy with its systems of rewards and sanctions (see Behaviour Policy)
- provision of a variety of extra-curricular activities
- Disability Equality Scheme
- full disabled access in our building
- effective budgeting within the allocated funding
- effective allocation of support staff
- provision of appropriate resources
- well organised systems of record keeping
- SEN procedures being in line with the SEN Code of Practice (2015) and detailed in the school's SEND Information Report.
- regularly monitoring, evaluating and adjusting current provision
- making use of the resources and advice of the on-site Specific Learning Difficulties Base
- ensuring teachers are familiar with the relevant equal opportunities legislation
- provision of appropriate training opportunities for all staff

³ SAT – Standard Assessment Tests

⁴ P Levels are used to determine levels of attainment for children who are not yet working at a National Curriculum level

⁵ SLT – Senior Leadership Team – the Head, Deputy and Phase Leaders/InCo

3.2 Teachers ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs
- become independent learners
- are challenged and extended through the work that is set for them.

Identification of key groups of pupils

What is a ...

4.1 ... *vulnerable learner*?

Any child who is at risk of underachievement or disaffection because he / she has particular short or long term physical, emotional, social or academic needs.

4.2...*child with special educational needs*?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Provision for SEND pupils has to be in line with the SEND Code of Practice 2014 which is summarised in Appendix 3.

4.3 ... *gifted and talented child*?

The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills.

The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

In our school, however, we use the terms 'very able' and 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'. About 10% of our children are 'more able', with a strength in one area or a range of areas. The top 2% of our children are 'very able', i.e. outstanding in one area or a range of areas.

Teachers modify their teaching and learning to meet these children's needs via differentiated tasks. Use of higher order and open ended questions are used to develop

their thinking skills. In exceptional circumstances, where a child is very able, they may be taught in the year above in the area or range of areas in which they excel.

4.4 ... child with a disability?

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities; (For specific information in this area see the Disability Equality Scheme)

4.5 ...child with English as an additional language?

Any child whose first language is not English is known as an EAL child. Children who are learning English as an additional language have skills and knowledge about their own language which are similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

At Windermere School we aim to meet these children's needs in the following ways:

To develop spoken and written English:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children’s ages and levels of learning;
- Provide support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- Using the home or first language where appropriate;
- Using EAL phases devised by County to track progress in language acquisition.

Disapplication and modification

- 5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children and disapplication or modification of the NC would be a last resort.
- 5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The Governing Body would also be consulted. We would ensure that every effort had been made to provide the necessary support from within the school’s resources before considering such action.

Complaints Procedure

- 6.1 The school aims to work closely with parents/carers and we encourage them to discuss any issue of concern with their child’s class teacher at the earliest opportunity. They may also raise issues with the SENCo/INCo or Headteacher.
- 6.2 We find that nearly all concerns or potential complaints can be resolved satisfactorily through discussion. However, the school has adopted the Local Authority complaints procedure which can be obtained upon request from the school office.

Monitoring and Review of this Policy

This policy will be reviewed annually to ensure that it is effective. This is the responsibility of the SENCo⁶ and INCo⁷, who will involve the appropriate members of staff and report to the Governing Body.

Davina Raftery, June 2015

Agreed with governors		Date:
Reviewed		Date:
Reviewed		Date:
Reviewed		Date:
Reviewed		Date:

⁶ SENCo – Special Educational Needs Coordinator, responsible for Wave 2 and Wave 3 SEN children
⁷ INCo – Inclusion Coordinator, responsible for EAL, FSM (Free School Meals) and other vulnerable children.

APPENDIX 1

VULNERABLE LEARNERS

- Special Educational Needs
- English as an additional language
- Minority ethnic groups
- Faith groups
- Gifted and talented
- Travellers
- Looked-after children
- Families under stress
- High mobility
- Social and emotional difficulties
- Medical needs
- Asylum seekers
- Refugees
- Disaffection, poor attendance or exclusion
- Consistently poor progress
- Sensory or physical problems
- Communication problems

APPENDIX 2

ROLES AND RESPONSIBILITIES OF STAFF AND GOVERNORS IN RELATION TO INCLUSIVE PRACTICE

The Headteacher is responsible for:-

- Overall responsibility for inclusive practice.
- Identifying and allocating budget as appropriate.
- Monitoring the effectiveness of the Inclusion Policy.
- Overall maintenance of the appropriate records on the SIMS database e.g. SEND register.
- Co-ordinating with external agencies.
- Monitoring the effectiveness of the SENCo and/or INCo.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:-

- Contacting parents/carers about assessments that take place and inviting them to any meetings.
- Arranging the annual reviews of pupils with an Education, Health and Care Plan.
- Liaising with and advising colleagues and parents of children with SEND.
- Maintaining the appropriate records on the SIMS database e.g. SEND register
- Co-ordinating with external agencies regarding provision for and assessment of SEND and other vulnerable pupils (other than FSM pupils).
- The day-to-day implementation of the school's Inclusion policy with regards to pupils as outlined above.
- Co-coordinating provision for pupils and tracking the progress of these pupils.
- Compiling and maintaining the provision map for SEND, EAL and G&T pupils.
- Monitoring the work of Support Teachers, Teaching Assistants and Learning Support Assistants.
- Ensuring that the required paperwork e.g. ISPs and Provision Maps is complete and maintained by teaching staff.
- Overseeing the records of all pupils with SEND.
- Liaising with the SLT to ensure good provision is made for all pupils.
- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The Class teacher is responsible for:-

- Making themselves aware of the school's Inclusion Policy and procedures for identifying, planning for and monitoring pupils with SEND, EAL or G&T.
- Providing high quality differentiated teaching for all pupils.
- Attend appropriate training.
- Leading the process of Assess, Plan, Do and Review with the support of the SENCo for pupils with SEND.
- Where interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Where appropriate meet with other professionals and consider their recommendations when planning for pupils with SEND, EAL or G&T.
- Meeting with parents to, obtain and share information about a pupil, keep them informed of special provision, agree targets and review progress.
- Working with the support of the SENCo to draw up and implement Provision Maps and Individual Support Plans.

Learning support staff/teaching assistants should:-

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND, EAL and G&T.
- Use the school's procedures for giving feedback to teachers about pupils' progress and their responses to tasks and strategies.
- Be aware of the SEND of children with whom they work, including being familiar with the children's provision maps and ISPs.
- Implement strategies and interventions identified on children's provision maps under the direction of the class teacher and/or the SENCo.
- Be prepared to undertake relevant and regular training and meetings to support them in meeting the needs of children with SEND.

Note: The responsibilities above should be read in conjunction with the relevant job descriptions where more specific guidance may be given.

Head teacher and SENCo jointly

- Monitoring the work of Support Teachers, Teaching Assistants and Learning Support Assistants.
- Writing and reviewing the school's Inclusion Policy and SEND Information Report.
- Ensuring that staff are deployed effectively and in response to need .
- Reporting to the Governing Body on the effectiveness of SEND and Inclusion provision.
- Contributing to the in-service training of staff.
- Keeping up-to-date with latest developments in inclusive practice.

The Governing Body

- In order to ensure that the school is carrying out its duties in relation to inclusive practice the Governing Body will ensure :
- That it is kept informed about the school's system for the identification of pupils experiencing difficulty, its course of action for such pupils and how resources have been allocated to and amongst them. Reports from the Headteacher and SENCo will provide this information.
- That appropriate systems for communication are in place.
- That school staff have adequate access to advice and training to fulfill their roles.
- That all pupils are included in all the activities and life of the school.
- That they report on the implementation and effectiveness of the school's policy for inclusion in the School Profile.
- That they carry out monitoring visits in line with the annual monitoring timetable.
- Ensure that there is a qualified teacher designated as SENCo for the school.