



INCLUSION POLICY

Incorporating Special Educational Needs Information Report

in compliance with
Special Educational Needs (Information)
Regulation 65
and
Special Educational Needs and Disability Code of Practice
(2015)

Governor/Committee Link	Sarah Adams– Safeguarding and Inclusion Governor
Completed by	Sally Roper
Date	November 2020
Ratified by the Full Governing Body	
Date	16.11.2020
Signature	<i>M. Toovey</i>
Name	Malcolm Toovey
Position	Chair of Governors
Policy Review Date	September 2021

INCLUSION POLICY FOR LOATLANDS PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework September

2015 Ofsted SEN Review 2010 "A Statement is not

enough" Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children within mainstream school and the SEND units (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within mainstream school and the SEND units, and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school 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.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of achievement and progress for all
- To meet individual needs through a wide range of provision within mainstream school and specialist provision within our KS1 and KS2 SEND units.
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and 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.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Roles and Responsibilities

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Class teacher

- liaising with the SENDCO/Inclusion Lead to agree :
 - o which pupils in the class are vulnerable learners
 - o which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners’ provision map – but do not have special educational needs.
 - o which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a SEND Support Plan to address a special educational need (this would include pupils with EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - o providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - o ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
 - o ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

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Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO)/ Inclusion Lead
- the head teacher 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 a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENDCO/Inclusion Lead
- discussions with pupils and parents.

Special Educational Needs and Disabilities Coordinator & Inclusion Lead

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCO)/Inclusion Lead.

In accordance with Section 6 of the SEN Code of Practice 2014 our Special Educational Needs Coordinator/Inclusion Lead is an experienced and qualified member of the senior leadership team. She holds statutory accreditation for Senco coordination.

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO/Inclusion Lead will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs and disabilities
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs or Disabilities
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence

- arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year6 pupils on the vulnerable learners' provision map.
 - monitoring the school's system for ensuring that SEND Support Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on SEND Support Plans).
 - evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
 - liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
 - liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs or Disabilities (nationally, locally and within school) when necessary.
 - liaising closely with a range of outside agencies to support vulnerable learners.
 - The SENDCO/Inclusion Lead is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The SENDCO/Inclusion Lead is responsible for EAL

The SENDCO/Inclusion Lead will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EAL Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners
- hold strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

SEN Manager

The SEN Manager works closely with the Senco and is co-responsible for liaising with parents, tracking pupil progress, delivering interventions, taking part in One Page Profile reviews and managing provision maps.

Names and contact details of our key inclusion team members:

The Senco-Inclusion Lead- Mrs Sally Roper

sroper@loatlandsprimary.net

Phone: 01536506404

The Designated Teacher for Looked After pupils - Mrs Sally

Roper

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Phone: 01536506404

SEN Manager– Mrs Sue York

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Phone: 01536506404

SEN/Inclusion Governor- Miss Sarah Adams

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[Pastoral and Attendance Manager- Mrs Hayley Harvey](#)

hharvey@loatlandsprimary.net

[Phone: 01536506404](tel:01536506404)

As an inclusive school we have had success in providing for a wide range of different needs, this has included pupils with:

- Autistic Spectrum Disorders
- ADHD/ADD
- Dyslexia
- Dyspraxia
- Visual / Hearing Impairment
- Down's Syndrome
- Communication disorders
- Complex medical needs

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code Of Practice (2014)

Identifying Special Educational Needs

Early identification is vital. Information for all pupils will be gained from parents/carers, previous and current educational experiences, professional assessments and standardised tests. Any concerns about the child arising from this will be shared between practitioners, SENDCO/Inclusion Lead and parent/carer.

In line with the SEND Code of Practice (2014), we use the 4 main areas of need identifying a child with SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/ or Physical

The purpose of identification is to work out what action the school needs to take to best support the child, not to fit a pupil into a category. We identify the needs of our pupils by considering the needs of the whole child, not just the special educational needs of the child.

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- classroom - based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO/ Inclusion Lead.
- Undertaking, when necessary, a more in depth individual assessment
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class TA support / individual withdrawal
- further differentiation of resources
- Learning Mentor

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 SENDCO, Inclusion Lead and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher meetings with the SENDCO/Inclusion Lead/SEN Manager
- pupil progress meetings between class teacher and the head teacher
- regular meetings about pupils' progress between the SENDCO/Inclusion Lead/SEN Manager and the head teacher
- informal feedback from all staff.
- pupil progress tracking using assessment data (whole-school processes)
- attendance records
- head teacher's report to parents and governors

Stage 2

Additional SEN Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

SEN Action Plans

The SEN action plan is a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended. They will only record that which is additional to or different from the differentiated curriculum.

If a pupil is given an action plan this means they have been identified by the SENDCO/Inclusion Lead / class teacher as needing some extra specialist support in school. This may be from:

- Trained staff from within school.
- Local Authority services, such as the Specialist Support Service, Hearing Impairment Service and the Education Psychology Service (EPS).

If a pupil is identified as needing a SEN action plan parents will be asked for their views and opinions on how best to help their child. The pupil's view will also be sought informally and they will be made familiar with their targets.

At the end of the term the plan will be reviewed by parents, staff and the pupil (as far as is possible – this may be difficult for very young children or children with delayed development).

The pupil may be referred to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. The specialist professional will work with the pupil to understand their needs and make recommendations as to the ways he/she is given support, they may also be involved in the review process.

If a pupil is given a SEN action plan they will also need a One Page Profile.

The One Page Profile.

This is a short (one page of A4) profile of the pupil, written using information from parents, school staff and the pupil him/herself. It is a summary of 'what makes this pupil tick'. It includes a photograph of the pupil and lists his/her interests, the people that are close to them, what they are good at etc. It also includes any difficulties they may have and strategies to help them overcome these problems. One Page Profiles will be used when another teacher is covering the class, when referrals are made to outside agencies, when evidence is needed for EHCPs or in any situation where a deeper knowledge of the pupil is required.

Stage 3

The Education, Health and Care Plan (EHCP).

This support is available for pupils whose needs are more severe and complex and cannot be overcome through Quality First Teaching, individual targets on a SEN action plan and intervention work. This means the pupil will have been identified by professionals as needing a particularly high level of individual or small group support. The child may also need specialist support in school from a professional outside the school.

The SENDCO/ Inclusion Lead will make the request for an EHCP to the LA using evidence gathered from school and from any outside agencies that have been involved in assessing or working with the pupil. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success, and that alternatives have been tried or the reasons why this has not occurred. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

By the time the Headteacher and SENDCO/Inclusion Lead consider asking for an *Education Health Care Plan assessment* of a child's special educational needs, the school should be able to provide written evidence of or information about:

- the school's action through stages 1 and 2
- action plans for the pupil
- records of regular interviews and their outcome
- the pupil's health, including medical history where relevant
- the pupil's levels and attainment in Literacy and Mathematics
- educational and other assessments: for example, from a Specialist Support Teacher or an Educational Psychologist
- the views of the parents and pupil
- the involvement of other professionals
- any involvement by the Social Services or Education Entitlement Team

The school will consult the parents before requesting an assessment. The LA must comply with such a request, unless it has made an *Education Health Care Plan* within six months of the date of the request or unless it concludes, upon examining any evidence before it or representations made to it, that a an *Education Health Care Plan* is not necessary.

Parents can also request that the Local Authority carry out an assessment of their child's needs.

Assessment of Pupils with SEN

The arrangements for assessing children with SEN are:

1. P-Scale Assessments
2. Boxall Profile
3. Teacher Assessment
4. Internal School Termly Assessments
5. Performance Targets
6. Behaviour Checklists.
7. Where appropriate, assessments undertaken by specialist professionals such as Educational Psychologists.
8. Specialist assessments
9. Dyslexia screening
10. Speech and language screening

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below the ARE expectations English for a Yr 2 pupil
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Lead or SENDCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to

learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (EPEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, EPEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

At Loatlands Primary School, our staff plan a curriculum that meets the specific needs of individuals as well as groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. For those that are very able, this may include:

- Tasks which demand higher order thinking skills.
- Access to advanced resources and materials which support the level of challenge.
- Extension activities- 'not more of the same' but more appropriate tasks, which seek to 'challenge' pupils.
- Stimulating lessons that have pace so pupils are motivated by challenge.

- Creative learning tasks which have a degree of open-endedness in order to encourage pupils to impose meaning, make reasoned judgements or produce multiple solutions.
- The opportunity to take risks in an organised way, to learn from 'failures' and work collaboratively with others.
- Learning which involves opportunity for choice and personalisation.

We recognise that such learning experiences benefit all pupils, not just those identified as 'Very Able/ Talented'. Therefore, although at times 'Very Able/ Talented' children will be offered special learning experiences, most often teachers will use an inclusive model of provision, whereby, all pupils get the opportunity to participate in the above activities.

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.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For our primary school (based on DFES guidelines), we monitor the children closely in the EYFS and at KS1 and identify very able and talented children once they are in KS1.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the school will draw up a register of very able and/or talented children. This list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Provision

Teachers have high expectations and 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 individual 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.
- involvement of outside providers.

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 more able and very able learner.

From Year 1 to Year 6 we set expectations for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

Information about how expertise, equipment and facilities to support children and young people with special educational needs will be secured

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance

criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role played by the parents of pupils with special educational and/or disabilities.

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 school of any 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 all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Senco, SEN Manager and the Pastoral and Attendance Manager.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs & contribute to the one page profile
- share in any 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
- (for pupils with special educational needs) monitor their own success at achieving the targets on their SEND Support Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition

meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at review meetings.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO/ Inclusion Lead will liaise with.

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs or disabilities, concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO/Inclusion Lead, then, if unresolved, by head teacher. The governor with specific responsibility for SEND/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Links with Other Services

Effective working links will also be maintained with

Educational Psychology Service: Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information, Advice and Support Services for SEND in Northamptonshire (IASS):
Contact Number: 01604 636111

www.iassnorthants.co.uk

Specialist Support Services for SEND in Northamptonshire (SSS)
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/specialist-support-service-autism-SEND.aspx>

Virtual School for Children Looked After: Contact number: 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

The Local Offer:
www.northamptonshire.gov.uk/localoffer

We achieve educational inclusion by continually reviewing what we do and by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievements of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

This policy will be reviewed annually by the governing body and was last reviewed September 2019.

