

# Parsons Down Partnership of Schools

## Inclusion Policy September 2018

### Aims and Objectives

Parsons Down Partnership is committed to providing a curriculum for all children with a wide range of abilities, aptitudes and interests. The arrangements for the planning and delivery of the curriculum take account of this and the great majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have Special Educational Needs or Disabilities (SEN,D). Able, Gifted and Talented children are challenged through questioning and interactive and reflective lessons.

### SEND Provision

- **Identification of need**

A child or young person will be identified by their class teacher and/ or SENCO, as having Special Educational Needs or Disability if he/she has a difficulty accessing the learning within day to day classroom teaching and has special educational provision made for him or her to support access to the curriculum.

The Code of Practice for Special Educational Needs or Disability (July 2014) defines a child of compulsory school age as having a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child is not regarded as having Special Educational Needs solely because they have English as a second language.

A person has a disability if he/ she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Children have SEN if they have a learning difficulty which requires special education provision to be made for them.

When children start at the Foundation Stage and/ or the Infant School, the teachers use curriculum and baseline assessment processes to allow the children to show what they know, understand and can do, as well as identify any learning difficulties. Teachers also use information from other settings, professionals and parents/carers to form a full and clear picture of the child.

When children join Year 3 they will undergo various assessments (see the assessment policy) and the data provided by these are used by the class teacher and Inclusion Manager to identify children who may need additional support in order to access the curriculum fully. In July the Year 3 teachers meet with the Year 2 teachers to discuss the needs of the pupils in their class. This enables a smooth transition for them when they enter the Junior school and progress to be maintained. Children can be added or

removed from the SEN,D register at any point during their time at either school, dependent on need.

Parsons Down Partnership of Schools has an Inclusion Manager and 2 Family Support Workers, who provide good continuity for children and families from EYFS to Year 6.

When children, who have been on a previous school's SEND register, join our school mid-year or mid-key stage the class teacher and Inclusion Manager will contact the child's school to find out the information so we can discuss provision.

When class teachers or other professionals in school highlight a pupil to the Inclusion Manager and the needs include safeguarding issues, these matters are forwarded to the Designated Person for safeguarding in school (Executive Headteacher).

## **Stages of Provision**

Class teachers will identify from assessments and day to day teaching the children that require additional support. Early intervention is important and staff will plan effective provision to improve the long term outcomes for the child. All children are assessed each half-term and continually monitored by the class teacher.

- **Graduated Approach**

If a child is making slow or no progress the teacher may set up a graduated approach for the child. This enables the class teacher to set up specific SMART targets for the child and monitor the progress made by the child more closely. This approach will take the form of:-

**Assessing** - Identifying the need at the earliest point and then making effective provision for the child.

**Planning** – Support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness. This may be differentiated high quality teaching, an Intervention or specific group work.

**Doing** - The class /subject teacher will remain responsible for ensuring the provision is in place to meet the needs of the child. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child.

They will monitor the child's progress and get feedback from other adults who work with the child.

**Review** - The effectiveness of the support and interventions and their impact on the child's progress will be reviewed regularly in line with the agreed date. This will identify the outcomes from the support given and provide next steps to support the child.

The teacher may repeat the graduated approach cycle one or more times if the specific tasks are achieved.

The effectiveness of the graduated approach may result in the child not needing to continue with this method of support.

However, if the class teacher needs extra support he or she will ask for SENCO involvement at any time during this process. The class teacher and the SENCO will discuss the child's difficulties and may try alternative approaches/ strategies if needed.

If the class teacher and the SENCO decide that the child needs an 'additional to' or 'different from' curriculum/ provision to the rest of the children in the class, the parents will be formally notified and the child will be placed on the SEN,D register.

- **Special Educational Needs Support (SENS)**

When a child is placed on the Special Educational Needs Register, a Support and Achievement Plan (SAP) will be put in place. This will be written termly by the class

teacher, and shared with the parents, who may wish to have some input. The SAP will

comprise of a profile of the child, outlining the child's strengths and difficulties and require input from the parents. The SAP will mainly focus on the required educational outcomes for the child, but may include other outcomes where needed. Depending on the needs of the child, external support agencies or professionals may become involved with the child. This may be in the form of advice, observations to support the class teacher in implementing strategies.

- **Education and Health Care Plan**

The school needs to have shown that specific measures have been put in place to support the child. If, after this, the child's needs are deemed to be **persistent, complex** and **severe** and little or no progress has been made, the school or parents can request that the Local Authority (LA) carry out an Educational and Health Care Assessment

The LA then examines the range of evidence and decisions should take 20 weeks to be considered. If the Local Authority considers that it is appropriate to give a child a EHC assessment an EHC Plan may be considered.

The views of the young person, parents and school will be taken into consideration when an application has been made.

### **Monitoring and Reviewing**

All children on the Special Educational Needs or Disability Register at the school will have a SAP. This will be written and reviewed termly at a convenient time after school for the teacher and parent. If the child has a TA who works with them, they are also invited to attend the review meeting. Some children will require much shorter outcomes than others and therefore will need to be reviewed more frequently, as appropriate.

The Inclusion Manager will provide advice on differentiation issues, strategies and resources for children with Special Educational Needs and Disabilities to support the implementation of the SAP for each child.

Children who have funding awarded by the LA, in conjunction with an Educational Health Care Plan, are required to have an Annual Review of their Statement in addition to the review meetings for their SAP's. The meetings are held at the school and could involve the Head teacher, Inclusion Manager, class teacher, TA, parents and any outside agencies working alongside the pupil. An Annual Review meeting of a Year 5 pupil will normally focus on secondary placement for the pupil and the Inclusion Manager for the pupil's chosen secondary school will be invited to the meeting in order to discuss transition of the pupil at the end of Year 6. After each Annual Review the school submits a report to the LA stating the outcome of the meeting.

The work of the Inclusion Manager is monitored by the Headteacher. The SEN Governors also have the opportunity to meet with the Inclusion Manager to discuss current issues with SEN,D.

Book Scrutiny is carried out regularly by the SENCO, Senior Management Team and Subject Managers to check for differentiation in activities.

## Family Support Worker

The Family Support Worker (FSW) works alongside the Inclusion Manager. If a child has been identified by the class teacher as having particular concerns or issues generally related to their home circumstances, the child may like to work with the FSW to address some of these issues. She works with individual and small groups of children identified by the class teacher, to target specific issues. If a parent is having issues or concerns at home with their child, the FSW is able to give advice or work with the family and child if requested. The FSW monitors the attendance of PP children and has set up an Award System to encourage and raise attendance in this group of pupils. She also works with the teachers and parents of children who are on the Ever6 register to ensure that the PPG children receive appropriate support. The FSW attends meetings to do with our children such as Child Protection, L.A.C and T.A.C, and accompanies parents to outside agency parenting groups.

## Able, Gifted and Talented Provision

We cater for the needs of every child, no matter what their ability. Having identified a child's specific areas of ability, we aim to support the child in a way that will give them the confidence to explore their understanding and search for new knowledge or try out new ideas whilst developing themselves as risk takers and giving them the strategies to deal with occasional failure.

Throughout the classes, work is differentiated to support children of all abilities. Questioning is used as a tool to aid the lower ability children in their quest for knowledge and understanding, whilst challenging the thinking skills of the able children. Where possible, extension by promoting the child's sense of challenge by giving them work from a year above is avoided, in favour of extension through enrichment and the chance to apply their skills in real-life contexts or by challenging their thinking style.

A range of teaching strategies are used in classes to give the More Able a chance to work in a variety of ways: as part of a mixed ability group, working with children of a similar ability, working independently and acting as teacher.

Children identified as Able, Gifted and Talented (A, G and T) are put onto the A, G and T register. Work is celebrated in a range of ways across the partnership; including Celebration Assemblies and special awards.

Planning tasks for the more able to consolidate or extend their knowledge or skills incorporates a range of strategies. These may include:

- **Broadening:** "clustering" objectives together to present the child with a greater challenge or applying objectives in different contexts, e.g. using a cross-curricular approach.
- **Deeper:** planning in more demanding objectives or objectives of a greater complexity/abstraction.
- **Faster:** using objectives from later years (where there is a clear line of progression).
- **Independence:** allowing children to set their own tasks, work with minimum support and extending ideas on their own.
- **Reflection:** explaining, reflecting, evaluating.

Clubs for the academically gifted are offered at certain points during the school year to help the able Maths and English pupils extend themselves, this includes master classes at local Secondary schools for Year 5 and 6 children. A range of sports and arts clubs are run by members of the teaching staff and parent volunteers. Where a child has been identified as having a particular gift or talent that the school does not have the resources to support, it looks to external agencies for help.

## **Identification**

Teachers use a wide range of assessment methods to identify children with ability or potential ability: standardised tests, class work, parents, outside agencies (peripatetic teachers). Applications from parents are also taken into consideration as the child's talent or gift may relate to something the child does outside school.

## **Stages of Provision**

**Able Pupils** are pupils whose attainment is above average for their year group within their own school, or is potentially so. This is a fluctuating group due to most children's academic development progressing at an uneven rate. Children will move in and out of this group on a fairly regular basis and so this information is less likely to be shared formally with parents. Typically, demonstrating **one level above** the school cohort is classes as 'Able'.

**Gifted Pupils** are pupils whose attainment in academic subjects is markedly above average for their year group within their school, or is potentially so. These children also present an uneven rate of development but are more likely to remain within this group throughout their school life at Parsons Down Partnership of Schools. If a child is identified as being part of this group parents will be informed. Typically, demonstrating **one or two levels above** the school cohort is classed as 'Gifted'. Children who should be part of one of these groups but are underachieving, are also identified in order to provide for their needs appropriately. This is a fluctuating group but parents are always informed. Teachers then expect to work co-operatively with the child, their parents and occasionally other adults in school to support, encourage and challenge until the child is making adequate progress.

**Talented Pupils** are pupils who demonstrate skill, ingenuity, creativity or ways of thinking that are markedly advanced for their year group within school.

**Exceptionally Gifted or Talented pupils** are pupils who are exceptional in their year group, and may, in fact be several years ahead of their peers. Where appropriate, children may have an Individual Challenge Plan.

## **Monitoring and evaluation**

The AGT Manager tracks the progress of children on the More Able register to ensure progress is as or beyond the expected range.

Short term planning is reviewed on a regular basis to check for evidence of provision for the More Able. Medium term planning will show evidence of differentiation and where more able children will be challenged in some way. Book Scrutiny is carried out regularly by the Senior Management Team and Subject Managers to check for challenge in activities.

AGT Manager gathers information on the provision for More Able children from planning, lesson observations and book scrutinies.

**Responsibilities of the AGT Manager**

The responsibilities include:

- Staff training in issues/strategies concerning provision for More Able children.
- Attending relevant courses/meetings to keep up-to-date with latest developments.
- Over-seeing the monitoring of the More Able children by liaising with subject coordinators as part of their routine monitoring.
- Collating, analysing and acting upon feedback from coordinators as to the provision for More Able within their subject area.
- Supporting staff in planning provision for the More Able in their classes/lessons and helping teachers to fill out Individual Challenge Plans if appropriate.
- Maintaining the Register and bringing it to Staff Meetings bi-annually (October & June) for revision.
- To liaise with the A, G and T Governor and A, G and T mentoring teacher.
- Reviewing the policy regularly.

**Complaints Procedure**

Any parents who feel they have cause for concern about the provision for their child’s education can discuss these with the class teacher and/or Inclusion Manager by making an appointment to see him/her at a mutually convenient time. If there are still concerns then an appointment can be made with the Headteacher, which will be arranged as quickly as possible.

**Resources – including Staffing**

There are a wide range of resources across the school to support differentiation within the classroom. Within the Special Educational Needs room there is a shared stock of games, workbooks and other resources that all staff can access, in order to provide appropriate learning opportunities for all members of their class. The Challenge room has a wide range of LA resources which can be used to support the learning and challenge for the A, G and T children.

Children who have funding awarded by the LA have TAs working with them for a specified number of hours. TA’s work under the guidance of the pupil’s class teacher, in liaison with the Inclusion Manager. The work they are asked to do with the individual must be within the requirements of the Statement.

**Policy Date:** September 2018

**Review Date:**

**Signed:** .....

**Parsons Down Partnership of Schools Chair of Governors**

This policy is to be read alongside the Equality Policy and the Equality and Diversity Objective Statement.