

LOW ASH PRIMARY SCHOOL

INCLUSION POLICY

Incorporating:
SEND,
Medical,
EAL,
CLA,
Vulnerable Learners,
G&T.
Accessibility

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LOW ASH PRIMARY SCHOOL **Inclusion Policy**

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Next review Date: January 2017

Legislative Compliance:

SEND Code of Practice September 2014

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Race Relations Amendment Act 2000

This policy incorporates and meets the requirements of those for SEN and Disability (SEND), Medical needs, children with English as an Additional Language (EAL), Looked After Children whose care is supervised by the Local Authority (CLA: Children who are Looked After), vulnerable learners and Gifted and Talented (G&T) learners.

Other useful acronyms:

SENCO: Special Educational Needs Coordinator.

SAS: Shipley Achieving Success: an affiliation of local schools who work together and support each other.

LEA: Local Education Authority (in this case: Bradford MDC)

EWO: Education Welfare Officer (supports school with attendance and family support issues).

SALT: Speech and Language Therapy Team.

CAF: Common Assessment framework: a structured approach to multi-agency support of children and their families with a lead practitioner, set actions and time-scales).

QFT: Quality First Teaching: High quality, teacher led provision resulting from thorough subject knowledge, effective planning and delivery of lessons, appropriate differentiation of tasks to suit the needs of learners, effective marking and feedback, effective use of teaching assistants and high expectations for learning and behaviour.

SLT: Senior Leadership Team.

FLT: Full Leadership Team.

ARE: Age Related Expectations.

GAP: Graduated Approach Plan.

SMART Targets: Specific, Measurable, Attainable, Realistic and Timely targets.

EHCP: Education Health Care Plan.

Section 1:

Inclusion statement, aims and admission policy.

Inclusion Statement:

- We endeavour to provide an inclusive environment for all (including those deemed vulnerable learners who potentially could underachieve) whilst meeting individual needs.
- We believe that SEND might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning.
- Teachers will work to providing differentiated learning opportunities for all the children within this school and provide materials appropriate to children's interests, abilities and needs. This will ensure that all children have fair access to the school curriculum (see Accessibility Policy, Accessibility Plan).
- EAL is not considered a SEN unless it has a long term and significant impact on a child's ability to learn and progress. 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 academic success.
- We strive to make a clear distinction between "underachievement" and "special educational needs".

Some children may be underachieving but do not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure strategies and provision are put in place to help these pupils close the gap with their peers.

Some children genuinely have special educational needs. This may lead to low attainment (though not necessarily underachievement). We have a responsibility to ensure they have the maximum opportunity to reach their potential and/or attain and achieve in line with their peers.

Accurate assessment of need, carefully planned programmes which address the root causes of any learning difficulty are essential ingredients of success for these pupils. These will be provided through a variety of methods. Initial Quality First Teaching and differentiated tasks may be augmented by; the targeted teaching of skills, the use of multi-sensory strategies, the use of specific intervention programmes, individual support and/or small group work.

Aims and Objectives of this policy.

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To promote early identification of additional needs/SEND.
- To undertake early intervention and provision to address those needs.
- To fully include all children with additional needs or SEND into the life and work of the school to the best of their abilities.
- To promote children's self-esteem and emotional well-being and to help them form and maintain worthwhile relationships based on mutual respect.
- To foster an understanding among all members of the school community that diversity is part of ordinary life.
- To make all learners, parents/carers aware of the processes for assessing and providing for children with additional needs/SEND, including pupil participation in reviewing their own progress where possible.

- To work in partnership with parents/carers and support services for the benefit of the children, and to consult with parents/carers/support agencies on a confidential basis at each stage of the process.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and intervention strategies are leading to good learning outcomes.
- To ensure a high level of staff expertise is maintained to meet pupil need through well targeted, relevant and ongoing professional development.
- To work cooperatively with the Local Authority and other outside agencies, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To comply with the requirements and expectations set by the 2014 Special Educational Needs (SEN) Code of Practice.
- To comply with the requirements and duties of the Disability Discrimination Act 2001 (as amended) and other relevant legislation
- To adopt a Graduated Approach to the identification and provision for additional needs/SEND, in line with the 2014 Special Educational Needs Code of Practice.

Inclusion of pupils with Additional Needs/SEND.

➤ **Inclusion:**

All children have a right to be included in mainstream education providing it can meet their needs satisfactorily and allow them to flourish. At Low Ash we aim to include all children and encourage them to share and celebrate each other's achievements in order that those with additional needs/SEND can be included in a supportive way.

- In certain cases, the school will implement the **Common Assessment Framework (CAF)** procedure to ensure that vulnerable and/or children with additional needs (and their families) can benefit from the full range of support available to them. This further promotes the multi-agency working which already exists in school.

➤ **Admission arrangements**

- No child will be refused admission to the school on the grounds of his/her special educational, ethnicity or language need unless the school cannot adequately meet the needs or safety of that child. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective provision (see Low Ash Admissions Policy), as agreed with the Local Authority. The school has a duty to make "reasonable adjustments" for all disabled pupils to ensure that they are not discriminated against or put at a disadvantage.
- Detailed risk assessments will be carried out to ensure that children's needs are well met on all visits and residential trips.

➤ **Special Facilities**

There is disabled access to the whole school; there are disabled toilet and shower facilities (see Accessibility Policy and Accessibility Plan).

Section 2: Guidelines and Procedures: *The identification, assessment, monitoring and provision for learners with SEND. (see Appendix 1: for Wave Descriptors)*

"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 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).

- We believe that all learners should have access to **Quality First Teaching**
- All teachers are teachers of SEND children and have a responsibility for learning and providing **Wave 1** interventions through differentiation.
- Children with EAL will be included in classroom teaching as much as possible, to promote rapid language acquisition and positive social interaction. A range of inclusive strategies, interventions and differentiation may be used to encourage the development of language.
- Some vulnerable learners may have access to **Wave 2 interventions**. These children may have been identified as underachieving or needing to make accelerated progress but may not be SEND. This will be considered curriculum differentiation, not a special intervention.
- All vulnerable learners will be included on a detailed **whole-school provision map** which will outline and monitor any additional intervention across the school. This will enable the school to:
 - Plan strategically to meet pupil's identified needs and track their provision.
 - Audit how well provision matched need.
 - Recognise gaps in provision.
 - Highlight ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate to all staff how support resources are 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:

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

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies)
- Classroom based assessment and monitoring arrangements
- Ongoing discussions between the Class teacher, Inclusion Leader and SLT through formal (Pupil Progress Meetings) and informal methods
- Ongoing discussions between teachers and parents (informal and through regular Parent Consultation events)
- Following up parental concerns
- Tracking individual progress over time
- Maintaining a whole-school **Provision Map** for children receiving additional support from the school's devolved budget or additional funding, to be updated every term
- Undertaking more in depth individual assessments (may be using commercial available assessments) to deliver appropriate and useful information on a pupil's needs
- Involving external agencies where it is thought that a SEND is significant.

Curriculum Access and Provision for Vulnerable Learners.

Where children are underachieving, vulnerable and/or identified as having SEND, the school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks, resources and/or expectations as part of Quality First Teaching
- Wave 2 or 3 interventions
- Specialist intervention
- Small group withdrawal

- Support of Learning Mentor
- Additional support through use of staff, timetable, groupings, additional activities and additional resources
- Access to materials in translation or bi-lingual support
- Homework club

Monitoring and Evaluation:

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observations by Inclusion Leader, Key Stage Leader, SLT
- Ongoing assessment of progress made by intervention groups
- Work sampling/book scrutiny on a termly basis
- Scrutiny of planning
- Learning walks to monitor provision
- Teacher interviews with SLT at regular Pupil Progress meetings
- Informal feedback from all staff
- Pupil progress tracking using the whole-school assessment trackers
- Attendance records and liaison with EWO
- Head teacher's report to the Governing Body and to parents.

Procedures: (see SEND Flow Chart)

SEND Flow Chart, procedures, proformas, structures, use of a variety of strategies, the Graduated Approach Plan (GAP), Assess, Plan, Do, Review systems, teacher responsibility, use of support, monitoring by Inclusion Leader.

Stage One: SEND support:

- A learner may be identified as having SEND needs against Bradford MDC Attainment Profile, Bradford SEND Range Descriptors, significant low attainment against Age Related Expectations, lack of progress, professional opinion, parental concerns and through the above identification methods.
- If it is deemed necessary for outside agencies to be contacted this will also be discussed and parental consent sought.
- Initially, after having a discussion about concerns with the parent/carers, the class teacher will discuss the child with the Inclusion Leader and complete a **Concerns Sheet**. This will identify concern and current strategies that are in place in the classroom to meet identified needs
- The child's progress will be monitored and reviewed after 6 weeks (half a term).
- If concerns remain, the child may be put on the SEND Register after discussion with parents, using the procedures below.
- The Inclusion Leader may conduct specific assessments to further identify the need.

Stage Two: Additional SEND 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 (as defined by the SEND Code of Practice 2014).
- If progress has not been made, the class teacher and the Inclusion Leader, **together**, will formulate a **Graduated Approach Plan** with an initial **pen portrait** of the child's needs.
- The GAP will note: concerns, needs, background, current provision and planned provision.
- The Inclusion Leader will assess the child through data, further assessments and/or observations. Using the Range Descriptors as guidance and professional judgement the child will be allocated a SEND Range.

- The Inclusion Leader will discuss and confirm permission with the parents and place the child on SEND Register.
- Intervention for pupils with SEND will be identified and tracked using the whole-school Provision Map, Pupil Progress meetings, Termly GAP Reviews, monitoring of Interventions: by the Inclusion Leader.
- GAP plans will be reviewed for Range 1 children every term though discussion with the Inclusion Leader and through Pupil Progress meetings with SLT.
- GAP plans will be reviewed for Range 2&3 children, and children for whom there is a concern, every term.
- The child's SEND Range will be reviewed at the above meetings and, using the above Monitoring and Assessment tools, the child may be given a new range allocation.
- Provision may be through targeted skills in class, use of support strategies, specific small group (Wave 2) interventions or through more specific skills based or one to one interventions (Wave 3). Interventions will be appropriate to need.
- The Inclusion Leader will invite parents and relevant agencies to GAP reviews. Teachers will be released from class to attend or will be required to submit notes on progress so that new targets can be set.
- On occasion, where a pupil has significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an application for an **Education Health Care Plan**.
- Underachieving pupils and pupils with EAL who do not have SEND **will not** be placed on the SEND register (but may be on the whole-school's Provision Map).

Graduated Approach Plans (GAPs).

- GAPs will replace IEPs through 2014/2015 as the review process takes place.
- GAPs are based on the Assess, Plan, Do, Review model.
- The GAP will identify a learning need from assessments; plan strategies and interventions to meet that need; implement the provision; review progress and set new targets from further assessment.
- In best practice, GAPs are to be created jointly by the Inclusion Leader, Class Teacher, parents and learners
- GAPs are to be working documents which can be constantly refined and amended.
- GAPs will be accessible to staff who are involved in their implementation.
- Gap targets will be shared with the learners so they have an understanding of them.
- Teachers are to have ownership of the identification of targets (agreed) and of the practical administration of provision (agreed) in their class rooms.
- Children with additional needs may be withdrawn for individual or group teaching or attend off-site support groups to meet their specific need. When this occurs timetables will be co-ordinated (wherever possible) to ensure that no child will miss out on curriculum entitlement.
- GAP targets should be implemented, at least in part, in the normal classroom setting.
- Assessment data will be used to review targets and set new targets at the review.
- Specialist teachers and other professionals will be consulted for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed. The input of outside agencies will be included in GAPs when appropriate.
- GAPs will have a maximum of four short/medium term SMART targets set for or by the pupil.
- Targets will address identified underlying reasons why a child is having difficulty with learning (not "more literacy" or "more maths").
- GAPs will be time limited. A date for review will be set.
- GAPs and their effectiveness are to be monitored by the Inclusion Leader.

Stage Three: Statement of Special Educational Needs or Education Health Care Plans.

- Pupils with a Statement of educational needs (pre September 2014) will continue with a Statement until it is converted, at a review meeting, into an Education Health Care Plan (transition up to 2018).
- Pupils with a Statement of educational needs or an Education Health Care Plan (post September 2014) will have access to all arrangements for SEND children in Stage One and Two and, in addition, will have an Annual Review of their Statement /EHCP.
- Low Ash will comply with all local procedures when applying for an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage to EHCP.
- Our review procedures comply with those recommended in Sections 6 and 9 of the SEND Code of Practice 2014, and with Bradford MDC policy and guidance - including timescales set out within the process.
- **For children who have a Statement/EHCP in Year 6:** Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit possible secondary schools. The Annual Review will take place in the summer term of **Year 5** to ensure the statement has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated (by Easter) the SENCO/SEND Team of the receiving secondary school will be invited to the Annual Review (summer term Year 6) and further reviews, as appropriate.

Reviewing process

At the start of each school year, the Inclusion Leader will write to the parents/carers of all children on the Inclusion Register to remind them why their child is on the Inclusion Register and at what stage.

It is a statutory requirement that the progress of children who have been identified as having additional needs is reviewed at least twice a year with parents/carers.

- **Ranges 1 and 2:** The class teacher is responsible for reviewing progress for children at Ranges 1 and 2 on the SEND Register. This will take place at parent consultation evenings in October and February. The child's progress against their class-based targets should be discussed with parents as well as suggestions being given regarding how parents/carers can support child's learning at home. The Inclusion Leader will be available at parent consultation evenings should the parents/carers of any child on the SEND Register wish to discuss provision for their child. Parents can also make an appointment to meet with the Inclusion Leader at other times if they wish.
- **Ranges 3 and 4:** For children Ranges 3 and 4 a review will take place every term. At these meetings, GAP /IBP targets will be evaluated and amended, progress is discussed and future steps agreed. When possible/relevant, outside agencies will also be invited to attend. Depending upon the age and ability of the child, their views on their own progress against their targets will also be sought. A record of these review meetings is made by the Inclusion Leader on the GAP Review Form. This form will also document any decisions to move children off/up/down the stages on the Inclusion Register.
- **Statement/EHCP:** For children with a Statement/EHCP it is a statutory requirement that an Annual Review meeting is held at which any necessary amendments to the statement are agreed. This must take place within 1/2 months of the last Annual Review meeting. If involved professionals feel the statement should be amended sooner, the Annual Review can be brought forward.

Individual Behaviour Plans

IBPs are completed for children at Ranges 1-4. They are reviewed every term with parents/carers and staff and end of term assessments feed into discussions on progress. GAP/IBP targets are evaluated and updated during Review meetings. The child's access to particular provision/interventions will also be reviewed and amended at the start of a new term and will be reflected on the new term's provision map. IBPs will be updated by the Class Teacher and the Inclusion Leader.

Pastoral Support Plans (PSP) Range 3.

When a child is at risk of exclusion a Pastoral Support Plan (PSP) is written. Exclusion will be the Head teacher's decision - in line with the Behaviour Policy. Any outside agencies already involved will be detailed on the PSP and will continue to mentor, advise and provide support to the child and to school.

Personal Education Plans plans

PEPs are completed for children who are "Looked After". The Inclusion Leader is responsible for liaising with the child's social worker and carers to set up a PEP review meeting. It is the social worker's responsibility to update and circulate the plan. PEPs should be updated every 6 months.

Health Care Plans:

Healthcare plans are held in school for children who have long-term, life impacting medical conditions such as epilepsy, anaphylaxis, or diabetes. They inform staff of procedures to follow in the event of the child becoming ill with that condition. Healthcare plans are generally set up by health professionals, usually the school nurse, in consultation with parents/carers. It is the healthcare professional's responsibility to update or amend the plans.

The Inclusion Leader will also set up a health care plan, on the advice of parents, and will consult with the school nurse on the appropriateness of the plan.

Medical: Inclusion of children with additional medical needs.

Low Ash Primary School endeavours to ensure that all its pupils achieve success in their academic work, social relationships and day-to-day experiences at school. It is an inclusive community that aims to support and welcome pupils with medical conditions.

All children will experience illness in the course of their school careers, most commonly transient self-limiting infections, but some will have more chronic or longer-term medical needs that will require additional support at school to ensure they have full access to the curriculum and to minimise the impact of their medical conditions.

Staff working with pupils who have specific medical needs should understand the nature of children's medical problems and will endeavour to work with the family and other professionals to best support the individuals concerned.

The Inclusion Leader will monitor and review a medical Register, ensuring all teaching staff are aware of medical needs of children and procedures that may be required.

The Inclusion Leader will liaise with parents to ensure records are up to date and care plans meet the medical need of the child.

Please see the **Medical Policy** for procedures on Care plans, mobility, the writing of PEEPs (Personal Emergency Evacuation Plans) and the administration of medicines.

Please see the **Accessibility Policy** for access into school for children who have restricted mobility.

EAL: 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 his first language on a regular basis inside or outside of school. EAL pupils are not considered to have a special educational need. Their EAL status may impact on their learning and provision may be needed to enable them to access the curriculum. If EAL has a sustained and significant impact on their learning, they may receive additional provision or then be considered as having a special educational need.

Ethos:

We strive to recognise and welcome linguistic and cultural diversity and have high expectations for all pupils 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. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language. This will hopefully facilitate the admission process and provide key information about our school.

Provision:

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. We recognise they may need support to access some areas but also that absorption in a language is an effective method of learning a new language.

The following provision may be expected:

- Initial assessment of EAL using advice and descriptors from Bradford MDC and EMA Team
- Access to expertise that will provide a further mother tongue assessment where SEND is known or where further information needs to be gathered in the pupil's first language
- Flexible group working to match their academic ability
- Differentiated work to lessen linguistic difficulties without significantly reducing academic challenge
- Additional support may be given through: first language resources and translation facilities, teaching support on 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 who have experienced a different curriculum or who may have gaps in their schooling
- Progress of EAL pupils will be monitored against National Curriculum indicators
- Provision will be recorded and monitored for effectiveness through the whole school provision map and/or Pupil Progress meetings with SLT members.

Parental Support:

We recognise that some parents may find it difficult to communicate with the school regarding concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school and will access (upon request) interpreting facilities when necessary.

CLA: Inclusion of children who are CLA (Children who are Looked After by the local Authority)

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 why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of some 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 Children who are Looked After. This role is incorporated into the role of Inclusion Leader at Low Ash. The responsibilities of the designated teacher are:

- To monitor 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
- To ensure CLA have access to the appropriate network of support
- To check that the statutory Personal Educational Plan (PEP) has been arranged and that it is regularly reviewed, at least every 6 months.
- To ensure that information concerning the education of children who are CLA is transferred between agencies and individuals
- To provide a report on the child's educational progress to contribute towards the statutory review
- To discuss feedback from the statutory review (chaired by the Independent Reviewing officer) with relevant professionals
- To liaise with the child's social worker to ensure there is effective communication at all times
- To celebrate the child's successes and acknowledging the progress they are making.

G & T: Inclusion of pupils who are gifted and/or talented:

The aims of our school are to facilitate Quality First Teaching to meet the needs of all children, whether SEND, EAL, Medical needs, CLA or G&T. We are committed to giving all our children every opportunity to achieve the highest of standards. This section of this policy guides the way in which we provide for our gifted and talented children.

Aims and objectives:

- To maintain a register of an identified cohort of gifted and talented children who attend the school.
- To provide children with a stimulating learning environment where they can progress to their maximum potential, it is safe to try and fail and where learners are encouraged to take risks and relish challenges to their learning and thinking.
- To provide children with work and activities which are differentiated to meet their needs and individual learning styles (visual, auditory and kinaesthetic.)
- To ensure that the needs of the most able cohort in school are being addressed through provision of challenge and enrichment activities.
- To celebrate achievement and success, encouraging children to do the same.
- To develop and maintain high expectations for pupils achievement throughout school.
- To raise and maintain self-esteem amongst children who can easily become disaffected.
- To develop higher order thinking skills in children.
- To increase teachers' understanding and confidence at working with and providing for able and talented children.
- To continue to keep abreast of current developments in providing for able and talented children.
- To work with other primary and secondary schools in the area to develop and improve provision for able and talented children.

Identification of most gifted and/or talented children:

A 'gifted' child is one who is academically exceptional when compared with their peers as demonstrated through achievement/potential ability in core subjects. We aim to identify those children who are most able in core subject areas ie English, Maths, Science and ICT.

A 'talented' child is one who shows exceptional *natural* ability in a sporting or creative area:

Sports	Art; Design & Technology
Music ; Drama	General Knowledge
Leadership skills	High level interpersonal skills
Organisational ability	Problem solving ability

Methods of Identification:

A gifted or talented pupil should be identified using a variety of methods, including elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self nomination

Achievements out of school are celebrated during Achievement Assembly and sharing times in class; this will also enable staff to identify talents outside school. A child may be added to the Gifted and Talented Register at any time through the school year. It is possible that children may be removed from the register if they no longer are considered as a high achiever; before doing this the teacher and the Gifted and Talented Leader (currently within the role of Inclusion Leader) will have ensured that there are no underlying causes for the child's change in attainment, ie disaffection etc.

Once a child has been identified the teacher nominating the child will complete a referral sheet. This sheet will be returned to the Gifted and Talented Leader (Inclusion Leader) who will place the child on the Gifted and Talented Register.

Provision:

Teachers must 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 in a variety of ways and 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 area of knowledge
- An individual activity that reflects a greater depth of understanding and a higher level of attainment
- Opportunities for independent learning, allowing for personalised learning and the development of organisational and presentation skills
- Opportunities for children to progress through their work at their own pace.

We offer a wide range of extra-curricular activities for our children through which they can further extend their learning, develop their skills and gain a sense of achievement. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, art, specialist teaching and partnership with primary and secondary schools.

Communicating with Parents/Carers:

Parents will be able to access this policy through the school web site. Parents will be notified of their child's G&T status at Parent consultation evenings. These are the occasions where provision and attainment may be discussed. If a child is invited to attend an activity for able and talented children which takes place out of school, parental permission, and on occasion, parental support will be requested.

Vulnerable Learners: Inclusion of children who may be considered vulnerable.

At Low Ash we aim to overcome barriers to learning for all children, including vulnerable learners, who potentially could underachieve because they may:

- have had a disrupted educational history having experienced a number of moves and attended a variety of schools
- have attended a Behaviour Support Unit and need to be re-integrated into mainstream education
- have experienced family illness or trauma
- have parents who need support
- be witnessing or experiencing neglect or abuse

- have poor attendance of school or persistent lateness
- have experienced bullying
- be financially disadvantaged
- have other influences and events that impact upon their physical, social, emotional and mental stability and may raise a concern.

A number of Senior Teachers are experienced "Named Persons" and will follow set protocol when they consider a children to be vulnerable, at risk, a Child Protection concern or a child in need. Any referrals to outside agencies will follow Child protection guidelines and protocol.

At Low Ash there are a number of professionals who will support the child and family: SLT (Senior Leadership Team), Inclusion Leader, Named Persons, Designated Teacher for Looked-After Children, Learning Mentor and Parental Involvement Worker.

All staff will maintain professional confidentiality when working with vulnerable children. School systems will be used to communicate relevant information to relevant staff.

The school will work closely with any outside agency required: Social Workers, Parent Partnership, School Nurse, Education Welfare Officer, Parental Support groups, Child Support groups and local police to offer choices, advice and support for vulnerable children and their families.

All situations will be treated with professionalism and in confidence, information only being shared with the relevant agencies. Staff at Low Ash aim to maintain a high level of interaction with families and act promptly to a situation where they feel the child is vulnerable.

Section 3: Management of Inclusion at Low Ash.

The Head teacher and the Governing body have delegated the responsibility for the ongoing implementation of the SEND and Inclusion Policy to the Inclusion Leader. The Inclusion Leader is responsible for reporting to the head and to the governor with responsibility for SEND and G&T on the ongoing effectiveness of this Inclusion Policy. The Inclusion Leader has strategic responsibility for the inclusion of children who have SEND, EAL (Role of an Ethnic Minority Achievement Officer), CLA (Designated Teacher for Children who are Looked After), medical concerns, G&T (Gifted and Talented children), and vulnerable children.

The Inclusion Leader will be supported by the Head teacher and Governing body by being provided with appropriate resources (adequate non-contact time (to complete administration demands, liaise with Teachers, Teaching Assistants, external agencies and parents, set up and complete review processes and remain updated on current and new SEND theories and expectations); Professional Development opportunities; opportunities to direct and monitor intervention staffing; adequate budget to purchase relevant support materials; opportunities to update staff on new initiatives and strategies) to enable him/her to fulfil the above responsibilities.

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

The Role of the Head teacher.

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making 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 Inclusion Leader.

The head teacher will be informed of the progress of all vulnerable learners and any issues in regard to the school's provision in this regard through:

- analysis of the whole-school's progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with individual teachers
- regular meetings with the Inclusion Leader
- discussions with parents and pupils

The Role of the Inclusion Leader (SENCO).

In accordance with section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Needs Coordinator (currently part of Inclusion Leader role) will be a qualified teacher with statutory accreditation (National SENCO Award). If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day to day operation of this policy in the following ways:

- Ensuring the implementation of the school's Inclusion Policy
- Coordinating provision for children with special educational needs
- The maintenance and analysis of a whole-school provision map for vulnerable learners
- Monitoring progress of children with additional needs/SEND using school tracking systems
- Accessing or carrying out assessments of SEND children (where appropriate) to identify their needs
- Liaising with and advising teachers and teaching assistants about appropriate strategies and resources
- Managing other classroom staff who are directed to support the provision for SEND, including coordinating staff working with children who receive individual support/ interventions
- Performance management of designated support staff.
- Maintaining the schools Inclusion Register with reference to Bradford MDC Attainment grid and Bradford MDC range descriptors
- Maintaining files on individual vulnerable children
- Updating of computer records (SIMS)
- Coordinating Annual Reviews for Statement/ EHCP pupils
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review (another setting)
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is believed, from evidence arising from previous intervention and provision, that a pupil may have a special educational need that requires significant additional support
- Meeting with teachers at least termly, to review and revise provision for all SEND and vulnerable children (support from SLT to ensure that there are procedures in place to enable these meetings)
- Monitoring the school system for GAP plans and the Assess, Plan, Do, Review procedures. Ensuring plans are reviewed regularly (at least every term) and used as a working document by Teachers and Teaching Assistants
- Liaising with parents/carers of vulnerable children and children with additional needs/SEND, keeping them informed of progress and involving them in reflection and planning for next steps
- Evaluating regularly the impact and effectiveness of all additional interventions directed by the Inclusion Leader
- Contributing to the in-service training of staff.
- Liaison closely with a range of outside agencies, including Bradford MDC SEND provision, to support vulnerable learners

- Ensuring transition of year 6 SEND and vulnerable children is supported, links are made with future placements and relevant documents and information is transferred
- Liaising with and informing the SEND governor of provision for SEND and vulnerable learners in school and informing the Governing Body of any changes to SEND provision and/or updating them on current issues.
- Attending area SENCO network/SAS meetings and training as appropriate
- Contributing to the annual reports of children with additional needs/SEND.

CLA

- Fulfilling the role of Designated Teacher for Children who are Looked After (CLA).

G&T:

- Updating and monitoring a Gifted and Talented Action Register.
- Updating staff knowledge on new and current thinking, theories and practice in gifted and talented provision.
- Supporting staff in making provision for able pupils, through arranging inset and providing advice.

EAL:

- Maintain a list of children who are EAL, ensuring they are identified on the school provision map
- Advise and coordinate provision for children with additional needs relating to ethnic/linguistic background
- Work collaboratively with teachers to plan and teach children with EAL as part of mainstream practice
- Contribute to the in-service training of staff when required
- Advise on and source resources, materials, translation tools, translation services to support EAL pupils and parents
- Liaise with a range of outside agencies to ethnic and linguistic minority learners.

Medical:

The Inclusion Leader will

- maintain the Medical Register and ensure medical records are updated annually or as appropriate
- work closely with parents to manage medical conditions so they are not barriers to learning
- update staff on any current medical issues relating to children or to national initiatives
- organise with outside agencies and provide training for significant medical issues ensure there are adequate skills in school
- work closely with the School nurse to ensure vulnerable children and their families are supported.

Vulnerable:

- be a "Named person"
- set up, lead, attend and monitor CAFs as and when appropriate to the needs of a child or family
- liaise with the appropriate outside agencies

Learning Mentor:

The Learning Mentor is recognised as a valuable staff member who can work closely with parents and carers, children, Inclusion Leader and staff to provide different strategies and provision targeted at behaviour, social and emotional well being and inclusion.

Interventions range from those which are learning based through to those which target social skills and behaviour (Time to Talk, Volcano in my Tummy, Socially Speaking). The additional provision and interventions on offer may be either for groups or individuals. The Learning Mentor plays a key role in provision for children with social, emotional and behavioural difficulties.

The work of the learning mentor will be over seen by the Inclusion Leader.

The role of the class teacher.

- All teachers are responsible for the teaching of SEND children in their class
- The class Teacher has responsibility for the planning, supervision and provision of Quality First Teaching, inclusive of SEND learners, in their class.
- To be aware of, to understand and implement this Inclusion Policy.
- To be involved in the early identification and provision for pupils with additional needs/SEND and to support children through the Code of Practice stages, in order to meet their needs.
- To complete a Concerns sheet and a pen portrait of a child for whom there are concerns.
- To follow SEND Flow chart for identification and monitoring
- To work closely with the Inclusion Leader to ensure that provision is current, appropriate, effective and supported for SEND learners in their class.
- To seek advice, information and guidance from the Inclusion Leader if they have concerns regarding a particular child's difficulties.
- To engage parents in the process of identifying and providing for their child's additional needs/SEND.
- To regularly work with the children in their class who have additional needs/SEND, enabling them to make accurate judgements regarding that child's attainment and to plan appropriate learning activities.
- To monitor every child's attainment and progress through the school assessment timetable and expectations. Data will be submitted when required to SLT to be uploaded to the school tracking systems and will be discussed at Pupil Progress meetings.
- To contribute to the establishment, review and updating of GAP plans and proactively support the implementation of the agreed provision and any recommendations from external advisory agencies.
- To provide commentary on progress for reviews, including written report for annual reviews.
- To maintain a class "Inclusion Folder", with updated GAP plans, Medical and relevant SEND material.
- To use GAP plans as working documents to be annotated

Class teachers will work closely with Teaching Assistants and Intervention TAs:

- To gather comments to enhance review information.
- To supervise Teaching Assistant work with all children in class; planning work, setting specific tasks and objectives within tasks, and ensuring that work, materials and tasks are appropriately differentiated and relevant to the child's needs.
- To encourage the use of strategies, structures and materials that support inclusion and also independent working, where appropriate.
- To enable agreed interventions to take place through providing adequate time, space, and materials. This includes time for TAs to complete records (intervention, assessment and B Squared data) and will include conversations with the intervention TA about progress and appropriate next stapes to take learning forward inform future planning and reporting progress to parents.
- It is the teachers' responsibility to make decisions on attainment.

Partnership with Parents and Carers.

The school aims to work in partnership with parents/carers by:

- Making parents and carers feel welcome.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Encouraging parents to inform school of any difficulties or barriers to learning which may they perceive their child may be having and may need addressing
- Making informed, considered, fair and professional decisions about provision for learning based on assessment, need and the use of available resources.

- Keeping parents and carers informed and supported during assessments, transition and any related decision-making processes.
- Explaining the need for and requesting permission for accessing advice from external agencies.
- Informing parents of opportunities and procedures that may support their child's learning journey.
- Giving and encouraging parents and carers opportunities to play an active, valued and positive role in their child's education.
- Informing parents and carers of their child's place on the SEND Register.
- Discussing additional provision in place (through contact with Class teacher, parent consultations, reviews, GAPS, conversations and letter) and attainment and progress.
- Inviting parents and carers to attend and contribute to reviews, Annual Reviews for Statements/Education, Health Care plans, CAFs, PEPs, GAPS, IBPs and Medical Health Care Plans.
- Working effectively with all other agencies supporting children and their parents.
- Enabling parents to meet and talk to any outside agencies who may be working with their child or who may support the family (Parent Partnership).
- Enabling the Inclusion Leader to be available, by arrangement, to meet or discuss any queries or concerns about additional needs/SEND.
- Making Policies, Low Ash Local Offer, procedures and information on SEND (including links to Bradford MDC) available to parents and carers through the school web-site.
- Involving the Learning Mentor as support for parents.

Pupil participation:

Where appropriate, children with additional needs/SEND are actively encouraged to review progress against their targets and to record their views on school. This is particularly important for the annual review process. Children's thoughts/experiences of school can be represented in writing, verbally, in photographs or drawings. The Inclusion Leader is able to provide a range of formats.

SEND children with GAPS will have targets set out on their Gap plans. These will be shared and the children will know what they are working towards at an appropriate level for their understanding and need.

All learners, including SEND, will be involved in the setting of personal targets. These will be shared with the children so that they know what their targets are and what they have to do to achieve them.

We encourage all children to work towards their targets, with the appropriate support. We also encourage all children to be responsible for their own learning and to develop strategies that will make them independent learners.

Staff Development:

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement. This may take place through twilight sessions, staff meeting updates, updating of registers, provision maps and procedures, courses, professional development, observation of work in different settings. It is the school's policy to offer training to both teaching and non-teaching staff. Staff will be encouraged to take up training opportunities related to the needs of children in their class. The Inclusion Leader will deliver staff training and will also arrange for outside professionals (eg Learning Support, School Nurse) to deliver relevant training to targeted groups of staff within school.

Effective Transition:

- We will ensure that relevant information on a child's attainment and needs is requested from previous settings to enable us to provide appropriately and place the child on the SEND Register, at the correct Range, if necessary..
- Children, parents and carers will be encouraged to visit the school before entry. A phased entry may be arranged if required.

- Children starting in Foundation Stage: staff will have made all reasonable efforts to gather information about the child before they enter our setting. This may include liaising with previous settings, organising a home visit, inviting parents, carers and children to visit Low Ash. Staff will be observant and raise any additional needs identified with the Inclusion Leader as appropriate.
- If a child leaves Low Ash, all efforts will be made to have a dialogue with the new setting if necessary, pass on relevant records and discuss any provision that may be in place. Children with Health Care plans, Statements/EHCPs and GAPs will have staff from their next setting invited to reviews if time allows. Staff will be made available to ensure transition is smooth and effective. Familiarisation visits may be arranged if necessary.
- Support for a vulnerable child moving into a new class will be carefully planned and will include whole-class transition days. In addition, the child may make extra visits to the class to familiarise him/herself with the class and the class teacher.

Next phase education:

- Parents and Carers will be encouraged to consider all options for the next phase of education. This may include visits to open days, involvement of outside agencies, transfer of information, discussion with new setting staff and the inclusion of new setting staff in reviews as appropriate.
- The SENCO will liaise with the SEND team in the new setting to ensure an exchange of information and a transfer of records is efficient.

Children with a Statement/EHCP:

- The secondary school SENCO (or member of the Inclusion Team) will be invited to the child's review (GAP: Range 3 and Statement/EHCP only) in the summer term of Year 6 to meet the child's parents/carers, share information and prepare both parent/carer and child for the transfer.
- Transition arrangements will be agreed by those concerned in all of the above situations.

Records

- Statements of Special Educational Need/Education Health and Care plans are confidential. The information on the Inclusion Register is confidential, and is limited to the Headteacher, the Inclusion Leader, the Key Stage Leader, the Class Teacher and appropriate teaching Assistants. Copies of a child's GAP plan, IBP, PEP or Healthcare plan are limited to the Headteacher, Inclusion Leader, Class Teacher, appropriate Teaching Assistants and outside agencies directly concerned with the child and the child's parents/carers. Copies of Healthcare plans are kept in the child's file in the Inclusion Office. Edited relevant details are in class Medical files (kept with the Inclusion File of Medical box in the classroom - no access by parents) and in the exclusive staff PPA area in the staff room, for reference to by First Aid Staff. A copy of the Medical File is kept in the school kitchen office (relevant allergy information within) and in the school office. Teaching assistants have access to a copy of the provision section of the Statement/EHCP and the current GAP.
- The Inclusion Leader is responsible for keeping all records up to date and must ensure all relevant reports are kept within the child's file. The Inclusion Leader will keep teachers informed of any relevant information to ensure the correct support and strategies are provided for the child.

Child Protection / safeguarding

Low Ash Primary School recognises the importance of safeguarding children and recognises that pupils with additional needs may be more vulnerable. The Safeguarding and Child Protection Policy identifies the policy and procedures to ensure that children are safeguarded. The Head teacher, Deputy Head, Assistant Head and Inclusion Leader are all designated as 'named person' to whom concerns regarding child protection should be referred.

Inclusion budget and allocation of resources

- SEND funds are directed by the head teacher and used in a variety of ways to support SEND provision and learning.
- The Inclusion Leader and The Head Teacher will aim to match skills and provision to need when deploying teaching assistants and use them effectively.
- Money specifically allocated to a child with a Statement/EHCP will be used for support as identified in the child's Statement/EHCP. This may be one to one adult support, time for preparation of resources, the purchase of materials and programmes to support the child and/or the purchase of additional outside support, as appropriate.
- Money allocated specifically for inclusion will be used to provide resources to support SEND materials and provision.
- The Inclusion Leader and Head Teacher meet regularly to discuss deployment of teaching assistants.
- The Specialist Teaching, Activities and Resources (STAR) room houses a variety of resources intended for supporting children with a wide range of additional needs/SEND (multi-sensory resources to support learning, games, construction toys, practical maths/alphabet activities and a range of computer programmes and resources). A selection of work schemes, books, behaviour management ideas/activities and teachers books to aid differentiation, reference books, articles and specific information about different categories of need are available from the Inclusion Leader.
- The Inclusion Leader maintains a bank of basic assessment tools in the Inclusion Leader's office.

Complaints Procedures

Should there be a complaint about the school's additional needs/SEND provision the parent/carer should be referred to the Inclusion Leader in the first instance. If the complaint is unresolved the matter will be referred to the Headteacher. If the complaint remains unresolved the Headteacher will inform the parent of the necessary complaints procedure.

Criteria for evaluating the success of the school's Inclusion Policy

- The school's Inclusion Policy will be deemed to be working well if everyone concerned feels that they understand and can implement the guidelines and procedures the policy sets out. Staff should feel able to contribute to the process for the benefit of the child, in accordance with the aims of the policy.
- The policy is reviewed annually in consultation with staff and governors.
- The Inclusion Leader submits a report to the Governors every year regarding provision and outcomes for children with additional needs/SEND.

The Inclusion Team at Low Ash Primary: 2014-2015

The Head Teacher, The Inclusion Leader, Governor with responsibility for Inclusion/SEND, Governor with responsibility for Child Protection/Safeguarding, Class Teachers and Teaching Assistants

This Inclusion Policy was reviewed at the Governors' School Improvement Committee

On: 20.01.16

Signed: Governor Responsible for Inclusion.

Next review date: January 2017

Appendix 1:

Low Ash clarification of the description of Waves 1, 2 and 3 (Jan 2016)

What are the three 'Waves'?

Provision for effective mathematics and literacy teaching can be described in terms of three 'waves' of intervention.

~ Wave 1: The effective inclusion of all children in high quality learning and teaching of mathematics in the daily mathematics lesson and of literacy in a daily high quality literacy lesson and Guided Reading sessions. Plus Quality First Teaching in all subjects. This refers to differentiation of tasks and group activities that are appropriate to need, effective and promote independent learning within the daily class provision.

~ Wave 2: Additional time-limited provision in the form of small-group interventions. These are to accelerate progress and enable children to work at age-related expectations. They are for children who can be expected to 'catch up' with their peers as a result of the intervention. They are aimed to be time-limited, not permanent, small-group interventions (for example booster classes; LEA or school-based programmes; intervention programmes, targeted comprehension, handwriting, reading sessions) Wave 2 interventions are not primarily SEND interventions. There may not be a need to place the children on the SEND register at Range 1. Children included in Wave 2 interventions may, however, already be at Range 1 or 2 or even Range 3. This will be where they have additional needs such as emotional and behavioural difficulties, difficulties in communication and interaction, memory needs or sensory or physical impairment. This may be part of their provision but they may also be receiving other forms of support.

~ Wave 3: Specific targeted literacy interventions or time-limited mathematics provision. These interventions are for children identified as requiring SEN support (on Ranges 1, 2, 3 and 4 - a child on Range 4 or above may be in receipt of a Statement or Education Health Care Plan). These interventions may be one to one work, paired work, specific skills based learning (Precision Teaching, Catch-up literacy, 5 minute numeracy boxes, power of 2, plus 1 ...). They will be regular and frequent. Interventions will involve focused teaching activities that tackle fundamental errors and misconceptions that are preventing progress. Tasks will be recorded and progress monitored. These are to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.