

John Keble Church of England Primary School



Additional Needs (Inclusion) Policy

Chair of Governors	
Head teacher	
Date	Sept 2016
Review date	Sept 2017

Introduction

At John Keble CE Primary School we believe that successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress they can, and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our extended school activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community. Successful inclusive provision at John Keble CE Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Aims

Our guiding principle is to break down possible barriers to learning so that pupils can achieve their full potential. The Christian values of our school provide the framework for our approach to inclusion and our aim of giving every child the opportunity to develop his/her talents and skills and become creative, motivated, life-long learners. We aim to create an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs, in which all pupils can thrive and are valued equally. Inclusion underpins all our policies, systems and practices.

The range of diverse and additional needs in our school

At John Keble we recognise that in order to achieve our inclusion vision we must actively seek to recognise and meet the very diverse needs of our pupils. Any classroom, at any time, is likely to have a number of children with an additional need; some children might have several additional needs. The potentially vulnerable groups which we track include:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are eligible for Pupil Premium Grant or Free School Meals (PPG/FSM)
- Children Looked After by the Local Authority or in foster care (LAC)
- Pupils who are More able and/or talented (MA&T)
- Pupils from Gypsy, Roma Traveller families (GRT)

Objectives

We aim to meet these diverse and additional needs of pupils by:

- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for an individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Personalising the curriculum, in its narrow and broadest senses, to match the needs of the pupils
- Taking care to ensure that all vulnerable pupils are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents/carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other educational, health or social care agencies involved in the welfare and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

Roles and responsibilities within the school

The overall responsibility for making John Keble a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the school.

The Inclusion Team

The Inclusion Team consists of the SEND Governor, Deputy Head (Designated Safeguarding Person) SENCO, Learning Mentors and EAL Leader, Attendance Officer, play therapist, behaviour therapist and staff who carry out intervention programmes. Linking inclusion to a senior management position is an indication of the priority given to inclusion across the school. The Deputy Head provides the strategic leadership for this area of school life and supports members of the Inclusion Team in co-ordinating support and provision related to pupils and families in identified individuals or groups with additional needs.

The SENCO is responsible for ensuring the school complies with all statutory legislation around special educational needs and disability. This involves updating relevant policies and provision maps, publishing the school's Local Offer, conducting annual reviews for pupils with Education, Health and Care Plans (EHCPs) and applying for statutory assessment, among other duties. The SENCO also supports staff through consultation, training and providing resources in order that effective early identification of needs can be made and appropriate provision put in place.

The role of the Learning Mentor is to support personal development, behaviour and welfare across the school through small group and individual support, mentoring, in-class support and meetings with parents.

The EAL Coordinator supports groups of newly arrived children who are at an early stage of English language acquisition (see section English as an Additional Language).

Class teachers

Class teachers take the lead role in managing and creating the classroom environment. Pupils are ability grouped for maths and writing in Upper Key Stage 2. Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans, though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher on the child's Pupil Passport (formerly IEP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child. The attainment and learning of all pupils, including those with additional needs, is reviewed in half-termly pupil progress meetings with the Head Teacher.

Learning Support Assistants (LSAs)

LSAs work with individual or groups during lessons to support pupils' learning and promote their well-being. The work of the LSA is directed by the teacher during lessons. Advice and training for specific work or duties may also come from an outside specialist eg. Speech and Language Therapist. In order to best utilise their support for pupils' learning,

the deployment of LSAs in the school is strategically managed by senior leaders. The Deputy Head line manages LSAs.

Special Educational Needs and Disability (SEND)

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

What are special educational needs (SEN)?

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she ... has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.'

What is a disability (D)?

'A person has a disability if .. he or she has a physical or mental impairment, and ... the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' (Equality Act 2010 s6)

Categorisation of SEND

The school's SEND Register records three levels of support and provision:

- EHCP - Education, Health and Care Plans for pupils with complex and severe needs
- School Support - pupils will have a 'Pupil Passport' which profiles the child's strengths, difficulties, targets and provision
- Monitoring only - class teacher keeps track of progress in class

SEND is divided into 4 areas of need:

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

Identification of SEND

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. An initial concern is logged with the SENCO, recorded on the Identification of Need document and progress reviewed after 12 weeks. At this stage, strategies are class based and progress is monitored closely. The child is entered on the SEND Register at this point and the parent/carer informed.

- If a child's difficulties are ongoing and progress is limited, the class teacher, in liaison with the SENCO, will produce a Pupil Passport which records class based strategies and any additional support provided by other members of or outside agencies. Pupil Passports are discussed and reviewed with parents termly.
- A 'graduated response' to identifying and removing barriers to learning is used, following guidance in the SEND Code of Practice (2014). The majority of pupils will have their needs met through school-based provision. Some pupils may need outside agency support eg. Speech and Language therapy, Educational Psychology input, Play Therapy. The Assess-Plan-Do-Review approach requires the evaluation of all interventions and support put in place to support a child with SEND.
- In cases where the level of difficulty is complex, the school may ask the Local Authority for an EHCP (formerly statutory assessment). Parents are entitled to seek this at any point. If it is felt necessary, the Local Authority will follow the statutory guidelines and produce an EHCP.

Please refer to the school's SEND Policy for further information.

English as an Additional Language (EAL)

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Our aim is for all EAL pupils to become confident in speaking, listening, reading and writing as quickly as possible to enable them to access the curriculum and communicate effectively with their peers and other adults.

Identification and assessment of EAL pupils

Pupils who are EAL are identified upon starting the school. The EAL Leader undertakes assessments of newly arrived pupils. Teaching and support staff are supported with strategies for children at the early stages of English language acquisition as well as general ideas to welcome newly arrived children.

Class teachers complete speaking and listening assessments on all pupils at the beginning of each term and record on their EAL class lists. The assessment tool used is the DfE assessment of EAL document. Class teachers are responsible for ensuring that the needs of EAL pupils in their class are met through inclusion on weekly planning and evidenced through lesson observations, learning walks and pupil feedback.

Role of the EAL Leader

The EAL Leader maintains a strategic overview of EAL across the school and delivers direct teaching to identified groups. This includes collating the number of children at varying levels of English language acquisition as well as monitoring the progress and attainment of EAL pupils compared with that of their non-EAL peers. The EAL Leader also ensures resources are appropriate and liaises closely with senior leaders to ensure good EAL practices are embedded throughout the school.

Please refer to the school's EAL Policy for further information.

Pupil Premium Grant (PPG)/Free School Meals (FSM)

The Pupil Premium was introduced in 2011 to provide additional funding aimed at pupils from deprived backgrounds in order to accelerate their progress. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

The Government has used pupils entitled to Free School Meals, children who are looked after and children whose parents are in the armed forces as an indicator for deprivation.

Provision for PPG pupils

The additional funding may be used for a range of initiatives such as:

- Supporting pupils and their families to enable pupils to access their learning more effectively e.g. social and emotional support through therapy and Learning Mentor, family learning, and support to improve pupil attendance.
- Providing small group work with experienced staff focussed on overcoming gaps in learning.
- 1-to-1 support and a range of intervention programmes.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, literacy and maths.
- Pupil premium resources may also be used to target able children on FSM to achieve Level 3 or level 5/6.

Responsibility for coordinating the provision for PPG pupils lies with the Head Teacher and/or Deputy Head. Regular reports are produced for Governors and details of how PPG funding is spent and the outcomes for pupils are published on the school's website. Evaluative information about the cost effectiveness of interventions is produced as part of the reporting procedures to governors.

Please refer to the school's Pupil Premium Grant Policy for further information.

Looked After Children (LAC)

Children looked after by the social care system are particularly vulnerable due to the high level of disruption and change they face in their lives, especially if there is a change of school placement as well as looked after or family arrangements. The exam success rate of this group is generally poor in comparison with the general population, there tends to be lack of participation in extracurricular activities and inconsistent attention paid to homework.

Definition of 'Looked After' children

The term 'in care' refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC). Accommodated children also include those in receipt of respite care - if it exceeds 20 days in one episode or over 120 days a year. A child on a Care Order can be living with:

- Foster carers
- In a children's home

- In a residential school
- With relatives
- With parents.

Role of the designated teacher

The designated teacher ensures that all staff are aware of the difficulties for individual children in their class and ways to promote their well-being, involvement and educational attainment. S/he acts an advocate for the child and liaises with the carers, enabling both to make contributions to the child's Care Plan.

The designated teacher monitors the progress and attendance of LAC and reports to the Governing Body on the outcomes for this group. Strategies may be differentiated for individual children, or additional learning opportunities put in place, which promote and accelerate their achievement. Support for LAC is embedded within the wider context of the school's safeguarding policy and procedures and may involve regular liaison with outside agencies, notably Social Care.

Please refer to the school's Looked After Children Policy and Safeguarding Policy for further information.

More Able and Talented (MA&T)

At John Keble CE Primary School we believe all children in our school community have equal rights to all the opportunities we offer. This includes access to a broad and balanced curriculum which challenges, motivates and inspires pupils and access to a range of high-quality educational experiences.

'More able and talented pupils' are defined as pupils who have ability or abilities beyond the large majority of their peer group and who consequently require a more challenging curriculum'. These children achieve, or have the ability to achieve, at a level significantly in advance of their age related expectations. They may have an academic ability (in one or more of the core subjects) and/or a talent (in art, music, PE or any sport or creative art) or they could be 'all-rounders'.

Identification

Identification makes use of data and a range of qualitative evidence such as teacher observation and assessment, standardised tests and background information from parents. Some of the following characteristics may be apparent in able, gifted and talented pupils:

- Longer concentration span
- Ability to work at greater depth
- Ability to absorb and act on more complex instructions
- Attention to detail
- Confidence with new experience
- Lateral thinking
- Unusual opinions and not afraid to have a different viewpoint
- Ability to express him/herself
- Mature sense of humour

- Understands inference
- Desire to practise and improve
- Great interest

- Ability to generalise what has been learned
- Imagination and creativity
- Wide vocabulary
- Good memory
- Involvement in school activities
- Interpersonal skills - insight into the needs and experiences of others
- Ability to predict and draw conclusions
- Problem solving ability
- Good questioning
- Speed and accuracy

Provision

Provision for able, gifted and talented pupils is usually through curriculum provision which can include:

- Differentiated work
- Extension and challenge tasks
- Setting for maths and literacy in KS2
- Extension groups in KS2
- Acceleration for particular subjects
- Use of questioning
- Use of open/investigative questioning to assess learning at the end of a lesson or topic
- Use of computing
- Provision for a range of different learning styles
- Extra-curricular clubs, teams, music and arts activities
- Trips
- Peer mentoring opportunities
- School Council
- Positions of responsibility - Head Boy/Girl, House Captains

When considering curriculum activities for the able, gifted and talented pupils, teachers should aim to plan for activities which:

- Challenge
- Extend knowledge and thinking
- Enrich, stimulate and inspire
- Supporting problem-solving
- Develop higher order thinking

The role of the Inclusion Manager

The Inclusion Manager's role involves maintaining a list of children who are deemed to be gifted, able or talented alongside the provision put in place for them.

Please refer to the school's G&T Policy for further information.

Gypsy, Roma, Traveller children (GRT)

Nationally, Gypsy, Roma, Traveller children have been identified as an underachieving group and this is reflected in our school. Given the significant number of GRT pupils in John Keble, and their poor attainment and attendance, we track and monitor their progress closely.

GRT pupils have traditionally be classed as Irish pupils whose families travel around with ensuing disruption to their education. However, today most Traveller families are on fixed or long-term sites and so this definition is outdated. The majority of GRT pupils in John Keble have Eastern European origins, speak Roma or Gypsy and share a cultural identity.

Monitoring and Review

The Head Teacher and Deputy Head will monitor the effectiveness of this policy on a regular basis. The Head Teacher and Deputy Head will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

See other policies

Special Educational Needs and Disability (SEND) Policy

Pupil Premium Grant (PPG) Policy

Looked After Children Policy

Safeguarding Policy

Equality Policy and Plan

Disability Access Policy and Plan

Behaviour and Anti-Bullying Policy

School's SEND Local Offer

Supporting Pupils with Medical Conditions Policy