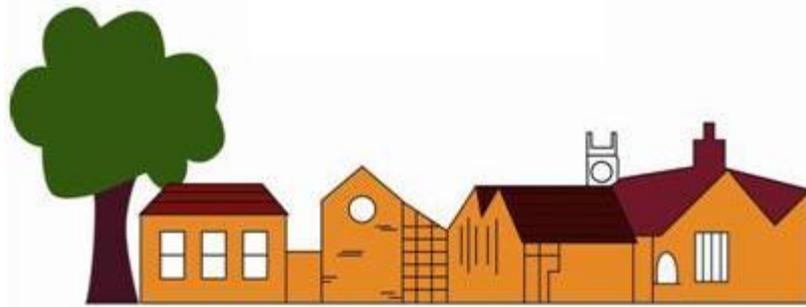


Irchester Community Primary School



INCLUSION POLICY

**Incorporating
Special Educational Needs Information Report**

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

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INCLUSION POLICY FOR IRCHESTER COMMUNITY PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

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

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

Irchester Community Primary School is committed to the ideal of excellence for all. The 1988 Education Reform Act states as a principle the necessity to make provision for pupils of different ages, abilities and aptitudes. The staff in this school recognise that we are in a rapidly changing society. We believe we should develop as a priority an approach to ‘learning to learn’. Individual learners, and the school community should develop the confidence to grasp new problems to analyse strengths and weaknesses and to set targets for development and improvement. This culture should be promoted throughout the school and should permeate all levels of learning.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum and extra- curricular activities. The term 'special educational needs and disability' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. The school facilitates inclusion for pupils with impairments and disabilities in terms of physical adjustments to ensure that they have equal access to the curriculum and extra-curricular activities.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success; however, the school monitors progress of vulnerable groups against other children within the same year group, looking at attainment both internally and nationally.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Partnership with Parents/Carers

All parents of children with special educational needs will be treated as partners. We recognise that parents have knowledge and understanding that will contribute to the shared view of a child’s needs and the best ways of supporting them.

We work in partnership with parents by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets through ‘home targets’ recorded on the IEP
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- working effectively with all other agencies supporting children and their parents

Involvement of Pupils

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

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- for some pupils monitor their success at achieving the targets on their Individual Education Plan.

Management of Inclusion within the school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Manager who is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND. The Inclusion manager also has responsibility for the inclusion of children who are adopted or in local authority care, children who have EAL and the achievement of vulnerable ethnic minority groups.

All staff have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the Inclusion Manager (including special educational needs, children who are looked after and those who have English as an additional language)

K. BOLTON (contact via school office on 01933 353848)

Roles and Responsibilities:

Role of the Governing Body

- The Governing Body, in cooperation with the head teacher, determine the school's inclusion policy and approach to provision for children with SEND.
- They establish the appropriate staffing and funding arrangements and maintain a general overview of the school's inclusive provision in consultation with the Head Teacher, Inclusion Manager and staff.
- The Governing Body has a designated member (elected annually) with a particular interest in SEND who liaises with the Inclusion Manager as needed.
- The Standards and School Improvement Sub Committee will monitor the achievement and progress of all vulnerable groups.
- The Committee will report to the full governing body on how the additional needs budget and pupil premium funds have been spent in order to narrow the gap.

Role of Head teacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Manager
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (alongside the Deputy Head and Inclusion Manager)
 - pupil progress meetings with individual teachers
 - discussions and consultations with pupils and parents

Role of Inclusion Manager

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

- identifying all vulnerable learners on a whole school provision map (including pupils with SEND and needs relating to ethnic or linguistic background)
- maintaining and analysing the provision map and tracking all vulnerable learners, including pupils in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- advising on and co-ordinating provision for working collaboratively with teachers to plan for and teach vulnerable learners
- managing the Learning Mentor, Family Link worker and other classroom staff involved in supporting vulnerable learners
- overseeing the assessment of vulnerable learners
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health and Care Plan
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected,
- liaising with parents of vulnerable learners, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- liaising with Upper Key Stage 2 Leader to ensure the smooth running of transition arrangements and transfer of information for Year 6 pupils on the provision map
- monitoring Individual Education Plans and their delivery
- evaluating regularly the impact and effectiveness of interventions for vulnerable learners
- meeting termly with teachers to review learning objectives for all vulnerable learners who are being tracked on the school's provision map and establishing next steps in learning
- being aware of the need to include books and resources that reflect the cultural diversity of the school
- sourcing translators/translations for communication with parents when required
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners
- liaising with outside agencies to support vulnerable learners.
- acting as Lead Professional for Common Assessment Framework (CAF)

Role of Learning Mentor

The learning mentor is line managed by the Inclusion Manager and will contribute to the support of vulnerable learners by delivering a range of Speech and Language, pastoral and Social skills interventions as appropriate.

Role of Family Link Worker

The family link worker is line managed by the Inclusion Manager and will support families and cares by:

- Promoting good relationships with parents
- Signposting parents towards outside agencies for further support
- Monitoring and promoting good attendance

Role of Wider Senior Leadership Team

- hold pupil progress meetings with individual teachers
- meet regularly with the Inclusion Manager
- take an active role in the delivery, monitoring and evaluation of intervention programmes for vulnerable learners

Role of Class teacher

- liaising with the Inclusion Manager to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.

- which pupils require additional support because of a special educational need and need to go on the school's SEND list.
 - which these pupils require advice/support from outside professionals
 - which pupils require an Individual Education Plan to address a special educational need
- securing good provision and good outcomes for all groups of vulnerable learners by :
- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
 - when possible provide differentiated homework to support the child's needs
 - ensure effective deployment of resources to maximise outcomes for all groups of vulnerable learners

Role of Teaching Assistants

To be directed by the class teacher to support the child against their IEP targets and incorporate strategies within class to help the child access the curriculum.

Admission Arrangements

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

When admitting pupils with special educational needs we would have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget and are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

Support during transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at planned review meetings.
- Support for the pupil in coming to terms with moving on will be planned and will include familiarisation visits. Pupils will be included in all “class transition days” but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive, easily accessible and understandable.
- Parents will be given a reliable named contact at the next phase provider with whom the inclusion manager will liaise

Complaints

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

Identification and support of Special Educational Needs

The school has a clear system for identifying, adapting for and teaching vulnerable learners. We regularly monitor this to ensure that vulnerable learners make progress that:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

What are the areas of special educational need?

There is a wide spectrum of special educational needs which are placed into four categories in the 2014 SEND Code of Practice. Pupils may have needs in one or more of the following categories:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical

Arrangements for identifying and assessing needs, teaching and adapting the learning environment, reviewing provision and its effectiveness

In lessons, the teacher will provide quality first teaching, differentiating either by level, outcome, pitch, pace or grouping.

Pupils with needs that require provision that is 'additional to' or 'different from' this could be identified in a variety of ways. Information may come from teacher observation, year group assessment procedures, parental concerns or other professionals involved with the child.

If a pupil requires more intense support to accelerate progress the teacher and inclusion manager will work together to consider different or additional support strategies. Further advice may need to be sought from outside agencies and specialists and provision arrangements are monitored and adapted regularly.

This process is outlined in the stages below and summarised by the 'levels of support' flow chart in the appendix.

Stage1: Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches needRecognise gaps in provision
Highlight repetitive or ineffective use of resources

Cost provision effectively

Demonstrate accountability for financial efficiency

- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- class based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries and previous schools on transfer
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding.
- undertaking, when necessary, a more in depth individual assessment
- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

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

- teachers differentiate work as part of quality first teaching
- small group withdrawal/individual class support / individual withdrawal
- bilingual support/access to materials in translation
- differentiation of resources
- supplying equipment to support a physical difficulty

Monitoring and Evaluation

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

- classroom observation by the inclusion manager and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling.
- teacher interviews with the inclusion manager and senior leaders
- informal feedback from all staff.
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Entitlement Service.
- pupil progress meetings with senior leaders
- head teacher's report to parents and governors

Stage 2: Additional SEN Support

- Pupils will be offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a small number of the pupils will require additional High Needs funding, to ensure their underlying special educational need is being addressed. When the school can evidence that more than the allocated amount in the Average Weighted Pupil Unit has been spent in a financial year to

meet a pupils' needs, an application will be made to the Local Authority (referencing the SEN Descriptors published as part of the Local Offer).

- Where a pupil has a 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 Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether an Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time-limited, reviewed termly with agreed “where to next?”
 - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - Our IEPs will specify how often the target(s) will be covered
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - Discussion between teacher and inclusion manger
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
 - Our IEPs will be reviewed at least termly by class teachers in consultation with the inclusion manager.

Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- The school's processes for tracking the progress of all pupils
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

How pupils with SEN are enabled to engage in all activities

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Pastoral support available to pupils

The family link worker is available to support parents/carers with a variety of issues, including signposting to other agencies if required.

The learning mentor provides support to identified children with a variety of pastoral issues including anxiety, developing social skills and bereavement.

The play leader supports all pupils at lunchtimes with particular emphasis upon supporting vulnerable pupils. Older pupils have been trained as anti-bullying ambassadors to support pupils as required at play times and lunchtimes.

Staff training

- The inclusion manager will gain statutory accreditation within three years of appointment.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the. Specific training needs will be identified and met through the appraisal/performance management process.

Involvement of other professionals to support pupils with SEND

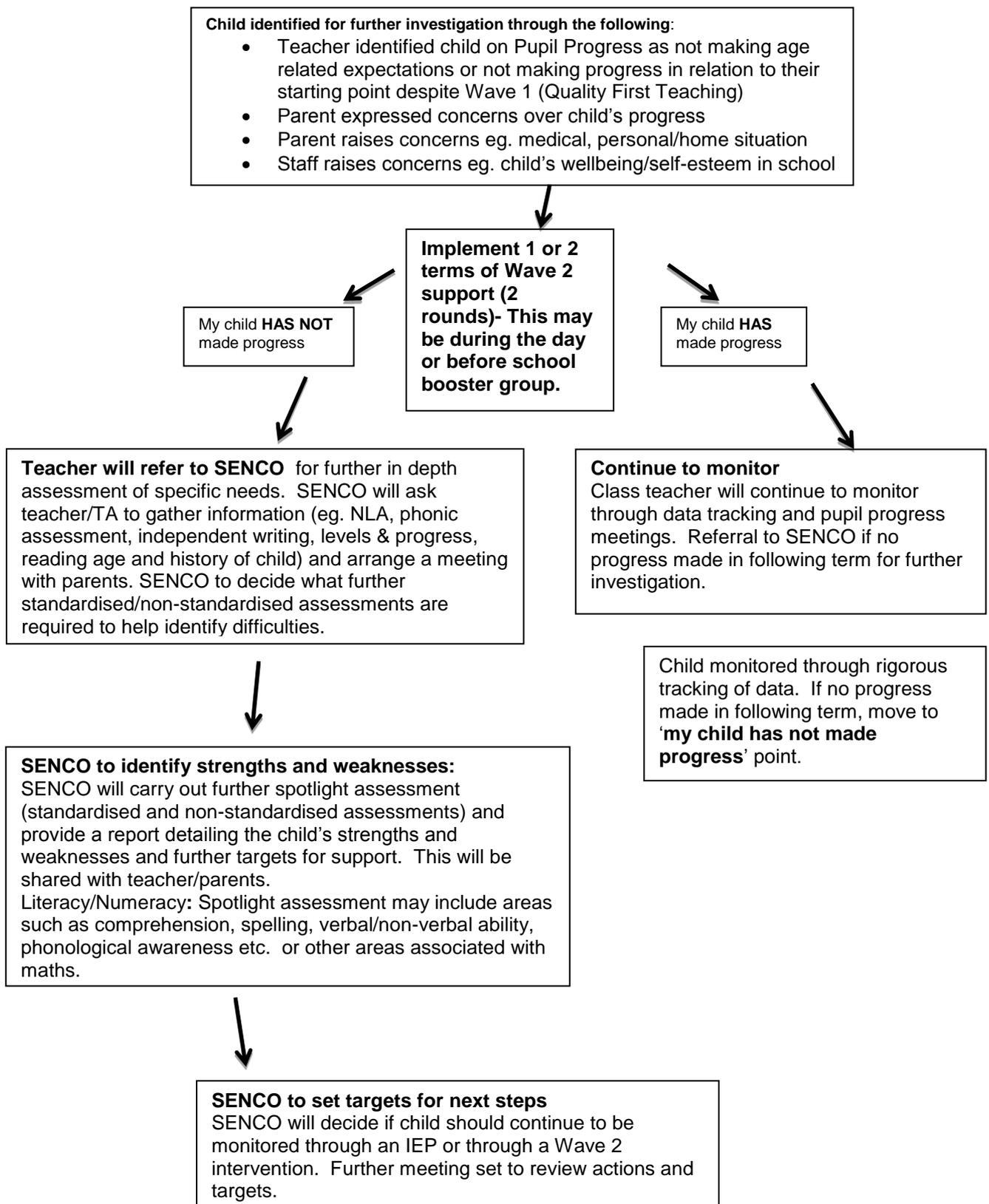
Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies.

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special

educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

This policy will be reviewed annually by the governing body and was last reviewed in March 2015

Appendix 1: Pathway for Referrals for Learning Difficulties: How will I know if my child needs further assessment and support?



Appendix 2: Inclusion of pupils with English as an additional language

Definition

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

Ethos

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

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

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

Provision

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

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO. Provision will be recorded and monitored for effectiveness using the

school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

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

Appendix 3: Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that :

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

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

Appendix 4: Inclusion of pupils who are very able and/or talented

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

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

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

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

Identification

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

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

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child’s learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

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

Appendix 5: Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

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

Education Entitlement Team : Contact number : 0300 126 1000

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

Parent Partnership Service : Contact Number : 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Local offer available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/local-offer/Pages/default.asp>