



INCLUSION POLICY

Including: SEN, Newly Arrived Pupils, Gifted & Talented Children, English as an Additional Language, Looked After Children.

Presented to	Date	Signature
Governing Body	Spring Term 2017	(Head) L Blackmore (Chair)
Senior Leadership	Spring Term 2017	
Staff Team	Spring Term 2017	(Head)
Review Date	Spring Term 2020	(Head) (Chair)

Inclusion at Ryders Green

Inclusion is fundamentally an issue of Equality of Opportunity for all. Our aim is to ensure that all children and young people fulfil their potential as citizens within their local community, as set out in Every Child Matters. Inclusion is the process of enabling all children and young people to be present, participating and achieving. To achieve this we need to develop flexible systems of learning and teaching in suitably resourced settings that remove barriers of full participation. Through valuing diversity and meeting a wide range of needs, the achievements of all children and young people will be enhanced.

(Sandwell Special Educational Needs Policy, 2005)

Principles

The Inclusion policies detail how Ryders Green School will do its best to ensure that the necessary provision is made for any pupil who:

- has special educational needs including learning, behaviour, physical or medical
- whose first language is not English
- is an asylum seeker
- shows a gift or talent in any area of the curriculum
- is Looked After
- is newly arrived in this country
- is a traveller

The school will do its best to ensure that all teachers in the school are able to identify and provide for those pupils who have any additional need, with due regard to the Code of Practice (DfES 2001) and the Disability and Discrimination Act.

Any child who has a barrier to full inclusion in the whole curriculum or school life will be referred to the leader of Inclusion with the reasons for concern and an action plan will be formulated by the teacher, child, parents supported by the Leader of Inclusion.

It is the philosophy of the school to involve the child and work with parents at all stages.

Class provision maps will set out the pupils identified for additional support and will be monitored and reviewed by the post holder.

Each class has Intervention Inclusion folders which contain individual plans for children and guidance and advice for staff. The leader of Inclusion will review all plans termly with class teachers.

Inclusion

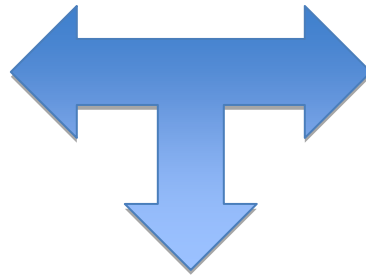


Child shows additional need



Class teacher collect information – data, parents views and take to leader of inclusion.

Child needs additional language input- see newly arrived policy



Child is significantly underachieving- see SEN criteria and policy

Class teacher formulates plan with Inclusion leader/ phase leader to address needs.

INCP14

Special Educational Needs (SEN) refers to the practices and procedures at Early years action, School Action, Early Years action plus, School Action Plus and for those pupils with Special Educational Needs within the Statutory Assessment Framework and the statutory procedures.

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

At Ryders Green Primary School we believe that all children are special and that meeting every pupil's needs is a shared responsibility. We believe that parents should work in partnership with the school in order to support their child's needs.

Definition

A child is said to have a Special Educational Need if he/she has a significant greater difficulty in learning than the majority of children of the same age.

Objectives

We will -

- Identify children with special needs as soon as possible.
- Plan and teach these children carefully using differentiation.
- Give all children access to a broad and balanced curriculum.
- Assess children's progress regularly.
- Include children with SEN in the full life of the school.
- Provide equal opportunities for all children.
- Support and train staff.
- Keep parents informed of their child's progress and inform them as soon as a concern is raised.

Admission Arrangements

Admission arrangements are the same for all children regardless of SEN. However it is obviously important for parents to fully inform the school of any SEN at the earliest opportunity. (See Admissions Policy)

We try to liaise with other schools regarding children arriving at Ryders Green with known SEN.

All children are assessed on arrival at Ryders Green for reading, spelling, comprehension and maths.

Identification of Pupils with SEN

We follow the revised Code of Practice 2014.

Areas of Special Educational need are:

- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Behavioural, Emotional and Social.

We aim to identify children with SEN as early as possible during their school-life but a concern can be raised at any time. Initially parents will be approached by their child's teacher. A Parental Interview form will be filled in which will include the parents views. At this stage the child will be included on the class provision map and remain the class teacher's responsibility.

The form is passed on to the SENCo. If the child fails to make progress he/she will be moved on to SEN support.

SEN Support

The SENCo will then work with the child's class teacher to plan for the child. Close tracking of progress using provision maps will include the need for additional or different action or provision for that child.

This information will be circulated to parents, class teacher, teaching assistant (TA), SENCo and the child. At this stage the children will usually work in a small group with the teacher or teaching assistant in class.

If a child does not make progress despite this extra support we may ask parents if we can seek advice from other agencies.

School Action Plus

At this stage advice is usually sought from outside agencies. This might include:

- Advisory Teacher for Inclusion
- Educational Psychologist EP
- Speech and Language Therapist SALT
- Advisory Teachers for Hearing/Vision
- Or other specialists

For a small number of children this support may still not meet their needs. The school may, use delegated funding to allow their child to access more intensive support often in the form of a learning support assistant to undertake programs and interventions for their child. If the need is deemed to be long term and complex the school can request that the LEA undertakes a Statutory Assessment of the child's needs which may lead to an Education Health and care Plan.

The plan will be reviewed annually at the Annual Review Meeting to which parents are warmly invited.

Assessment

Children with special needs are assessed using B squared to record their ongoing progress as well as being part of the regular assessment in their classes.

Their progress is also monitored along with the rest of the children.

Review and Monitoring

All children with SEN are reviewed at least termly and their level of support adjusted accordingly. Progress is discussed at parent's meetings.

Roles and Responsibilities

The Headteacher:

- Has overall responsibility for provision for children with SEND.
- Liaises with the governing body and LEA with regard to SEND.

The SENCo/Leader of Inclusion

Has responsibility for:

- The day to day operation of the school's SEND policy.
- Liaising with and advising fellow teachers/teaching assistants.
- Coordinating provision for children with SEND.
- Provision Maps
- Liaising with parents.
- Liaising with external agencies.
- Contributing to in-service training of staff.
- Managing the procedure to gain Education Health and care Plans and provision for children
- Contributing to performance development of teaching assistants
- Designated Teacher for Looked After Children(LAC)
- Is the designated person for child protection along with the head and deputy.

The Governing Body

Has responsibility for:

- Monitoring of Inclusion action plan
- Enabling each child to reach his/her potential

- Monitoring the progress of specific groups of children in line with 'Every Child Matters'

The Teachers

All teachers share responsibility for planning differentiated learning experiences for the children in their care and for assessing the individual pupil's needs.

The Teaching Assistants

All teaching assistants work with SEN children.

Support may include:

- Individual/group support for children with Education Health and Care Plans
- Individual/group support for SEN children.
- Withdrawal groups
- In-class support of children

Interventions such as:

- 1 to 1 direct teaching
- Precision Teaching
- Speech and Language Therapy
- Mentoring

Complaints

If parents have a complaint this should be directed in the first instance to the class teacher or SENCo.

If there continues to be cause for complaint parents should address their concerns to the Headteacher or the Governing Body.

If the parent is still dissatisfied the LEA provides a Disagreement Resolution Service which aims to resolve such difficulties fairly. Should satisfaction still be unattained parents have the right to address the SEN tribunal – details of which can be obtained from the LEA.

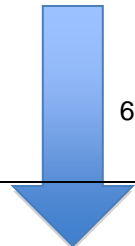
Success Criteria

The success of this policy is evidenced by the progress made by all children with SEND.

Child presenting with additional needs that fit SEN criteria

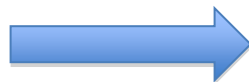


Class teacher collates evidence of need and conducts initial parent interview



Plan reviewed. If no or insufficient progress, parent contacted and child placed at school action. Class teacher completes IEP and bsquared.

Evidence taken to Inclusion leader. Agree plan of intervention.



If no , or insufficient , progress after 2 reviews, parent may be asked for permission to consult with inclusion support.



IS1 issued to move child to school action plus. Inclusion support team work with child within 3 months.



Consultation with Inclusion support.



If insufficient progress, IS may support school in application for additional support for pupil.



Pupil with long term, complex need may receive statement .

SENP17

Welcoming pupils who are new to English and arrive at school mid phase

Mid-phase admissions are often pupils who are new to English and join the school outside normal admission dates.

Introduction

Ryders Green Primary School serves a very diverse local community. This community is continuing to evolve and change. In recent years, new communities who speak many different languages have emerged.

Although a large part of the school population is stable, many other children and their families are mobile.

Rationale

At Ryders Green we recognise that:

- All children are entitled to education and access to the whole school curriculum.
- Children may join the school for a variety of reasons.
- Some pupils who arrive during the school term may have experienced difficulties. This may include being homeless and in temporary accommodation, having attended several schools already, having a disrupted education, recently arriving from another country, being a refugee or asylum seeker who has fled from armed conflict and persecution.
- Parents and carers need to be welcomed and involved so we can teach children effectively.

Aims

- To provide a warm welcome for children and their parents/carers who arrive mid phase, which will reassure them that our school is a safe and caring environment
- To provide children and families with effective multi-lingual information about our school, the curriculum and local area
- To ensure that children with medical needs are properly assessed on entry to the school
- To record relevant information about a child's background and previous educational experiences
- To acknowledge and celebrate the skills and knowledge that new children bring to the school
- To ensure that children's wider needs are addressed through co-ordination with other agencies and services
- To develop strategies to encourage new pupils to make friends and have positive peer support
- To enable each child to participate in the curriculum at an appropriate level

An agreed whole school procedure for mid-phase admissions is to be implemented. This identifies key roles for different members of the school staff. However, we recognise that all staff and children in the school have a role in welcoming new arrivals.

School Office staff will:

- Welcome families who visit the school to enquire about school places
- Provide families with information about the school
- Arrange a date and time for the welcome interview and record it in the school diary
- Provide translation when needed if possible
- Assist the families to apply for Free School Meals. Discuss with the family any dietary requirements and inform them about school dinners
- Ensure that the Leader of Inclusion is informed of the new child and when s/he will be arriving before the child arrives in school

The Headteacher or Deputy will:

- Welcome and interview new families and children on (day to be added)
- Provide the family with a mother tongue translation when possible and 'All About Me' pupil pack in the child's mother tongue.
- Complete the New Pupil Admission Form with parents and carers
- Ensure the family receives a tour of the school by two children from the school who speak the same first language as the newly arriving family
- Ensure copies of the new pupil admission form are disseminated to class teachers and Inclusion leader

Class Teacher will:

Ensure that the new child has a high Wellbeing by:

- Making sure that the New Pupil Admission Form is read
- Acknowledging children's previous learning, achievements, language, experiences and cultural backgrounds
- Building on and extending children's existing progress and achievement
- Disseminating information to classroom assistants and phase trained support staff.
- Ensuring the school programmes – Racing to English and Rosetta Stone are in put place for the child.

Ensure that the class is a safe and welcoming place for all newly arrived children by:

- Preparing a coat hook, tray, books and appropriate equipment
- Helping children to learn class routines, rules and expectations
- Preparing the class for new arrivals
- Ensure newly arrived child is placed in an appropriate ability group – this will normally be a middle ability group at first.
- Employing the skills of class peers to welcome children through activities
- As well as the usual strategies that class teachers would use.
- Complete an individual language plan within 4 weeks of arrival.

The leader of Inclusion will:

- Where appropriate assist Headteacher and/or Deputy Headteacher in welcome interviews
- Where possible welcome children and their families on the admission day
- Monitor how new arrivals are settling in and promoting the wellbeing of new arrivals
- Liaise with class teacher on progress of newly arrived pupils
- Develop effective ongoing communication with children and families
- Support class teachers on strategies and resources for accessing the curriculum
- Ensure that an assessment is carried out after the child's first half term.
- Liaise promptly with class teachers and when a child arrives with identified Special Educational Needs
- Direct mother tongue support staff to pupils as needed.

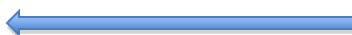
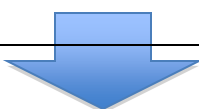
Admission documents received by office staff



Welcome appointment made. Inclusion leader informed and mother tongue resources prepared.

Class teacher informed and class prepared. Phase support staff prepare resources or programmes.

Welcome interview, parents given mother tongue information and pupil booklet



Child assessed by end of first half term and ILP completed.

NAPP18

ENGLISH AS AN ADDITIONAL LANGUAGE AT RYDERS GREEN PRIMARY SCHOOL

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

AIMS

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

EAL pupils come from a variety of backgrounds. Some are from well established communities while others are new to the language and culture of this country (see Policy for Newly Arrived Pupils).

- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.

SCHOOL CONTEXT

At our school approximately 56% pupils who are learning English as an additional language.

Details.....

Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is Kath Edmondson

Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English, as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

All EAL pupils are entitled to assessments as required.

- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the assessment scales from A Language in Common.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition. They will be assessed after their first half term or six weeks.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific language objectives.
 - The school provides specific programmes for the teaching of English language – Racing to English and Rosetta Stone. Where acquisition of English is a barrier to curriculum access, an Individual Language Plan must be completed and reviewed termly and progress on the school's interventions must be tracked.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate visual materials and support to enable pupils to participate in lessons.
- Language objectives of each lesson are clear.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.

Materials

Our school provides appropriate materials such as dual language text books, dictionaries and key word lists. 'Racing to English' is available throughout the school. Signs and spoken English are sign supported where needed.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN .
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's

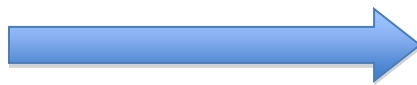
provision.

Parental/Community Involvement

Staff will strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Providing a mother tongue booklet to parents.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Acquisition of English is a barrier to curriculum



Assessment and ILP completed by class teacher/phase EAL support. Appropriate intervention identified.



Pupil reaches age expected. ILP no longer needed.

Progress reviewed at pupil progress meetings and Inclusion reviews. Programmes adjusted.

Little or no progress after 2 reviews. Investigate for possible SEN.



Looked After Children Policy

Context

In line with Sandwell's Children's Service, Ryders Green Primary School supports the Council's Commitment towards securing a first class education service and promotes inclusion and Equality for our Looked After Children.

We recognise that Looked After Children:-

- Nationally experience educational under-achievement.

- Deserve the same life chances as any other child – to be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well being.
- May have special needs or be gifted and talented, and have a right to the same recognition and support as every other child.
- Need good corporate parenting in order to realise their potential and improve their life chances.

Aims

We are committed to providing educational life chances for Looked After Children and to ensuring that they access the five outcomes as set out in the Every Child Matters Agenda.

We will ensure that:-

- We participate in discussion, decision making, the planning of a PEP and a review of LAC progress, ensuring that regular attendance is maintained and that the recommendations of the Children Act 2004 and the current guidance stipulated by the DfES are followed.
- The school works in partnership with the allocated Social Worker to ensure that each Looked After Child is monitored and the PEP reviewed regularly.
- Our Designated Teacher works to promote and sustain the educational achievement and welfare of LAC in our school.
- Staff are aware of how being Looked After may impact on the social, emotional and educational development of a young person. At all times we will maintain a holistic view and be aware of issues that affect their education, good behaviour and self image.
- We monitor the progress of our students who are Looked After in order that key problems, challenges and successes are evident and used to inform School planning, development and interventions.
- We work jointly with Sandwell's agencies (and those of other boroughs as appropriate) to support and enable Looked After Children to access a broad and balanced curriculum to suit their individual needs and out of school hours learning whenever relevant as we recognise the positive impact this has on their self-esteem and learning.

- We foster good partnerships and encourage joint working with parents/carers, social workers, health workers and other professionals in order to secure a successful schooling experience.
- We share and transfer information and data speedily to relevant agencies and individuals.
- We develop our knowledge related to the needs of the Looked After Child and work closely with Sandwell's LAC team.

Name of our Designed Teacher responsible for Looked After Children

Mrs Kath Edmondson, Leader of Inclusion

Key documents

Department of Health and DCSF document 'Guidance on the Education of Children and Young People in Care' May 2000. This can be downloaded at <http://www.dfes.gov.uk/incare>

Every Child Matters. <http://www.everychildmatters.gov.uk>

Children Act 2004. <http://www.hmsos.gov.uk/acts.htm>

A Better Education for Children in Care – Social Exclusion Unit Report September 2003. <http://www.socialexclusionunit.gov.uk>

LACP15

Gifted and Talented Children

Aims

- To promote the identification of Gifted and Talented, using a variety of methods of assessment/nomination.
- To ensure all Gifted and Talented pupils achieve their full potential.
- To provide a rich, challenging and differentiated curriculum, in which Gifted and talented pupils can work at their own levels and pace.
- To give opportunities in all curriculum areas to develop talents, creativity and learning skills.
- To consider the well-being of the whole child by offering emotional, social and intellectual support.
- To work in partnership with the whole community.

DEFINITIONS

Ryders Green Primary recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school, and we have defined the two terms as follows:

Gifted Children

Gifted children are those who possess a high level of academic ability (potentially or demonstrably) in one or more subject areas.

Talented Children

Talented Children show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination, or highly developed social skills will also be acknowledged.

The Dfes and EiC suggest that between 5 and 10% of the school's population may be identified as achieving above their peers as defined by the National Curriculum levels or through evidence of achievement. At Ryders Green we endeavour to recognise excellence in all and to provide equal opportunities to all pupils.

Those identified as being gifted or talented will be placed on the school's register and on a class profile updated termly by class teachers.

IDENTIFICATION

Children are continually tested by means of national tests and assessments throughout the school. In addition the following methods will be used:

- *teacher observation and assessment*
- *checklists*
- *background knowledge*
- *peer nomination*
- *parent nomination*

OBJECTIVES

- To ensure Gifted and Talented children are identified early in school life.
- To ensure Gifted and Talented children are appropriately challenged.
- To identify areas of special ability.
- To match staff skills to develop activities to challenge Gifted and Talented pupils.
- To identify external people/groups who can assist with resources/ideas for extension support for Gifted and Talented children.

PROVISION

Ryders Green Primary accepts that in order to provide fully for Gifted and Talented pupils, the school needs to approach individual needs in a flexible way, taking into account the requirements of the whole child, not just their specific ability or talent. Gifted and talented pupils, do not need "safe" education, therefore, this provision will include some or all of the following strategies:

- Flexibility of school organisation e.g.
 - children joining other year groups for specific activities ie 'Shine ' days
 - setting to enable children to access higher level learning (ie Big Maths)
 - team teaching
 - assertive mentoring of pupils
 - Staff expertise
 - External groups/individuals expertise
 - Differentiation within classroom planning
 - Extension, Enrichment and Thinking Skills e.g.

- Using higher order Q's in general class situation
- Planning Q's for Gifted and Talented pupils

Monitoring and Evaluation

Monitoring of Gifted and Talented children will be the responsibility of the class teacher, through the existing termly assessments. The progress of Gifted and Talented children will be discussed at the termly evaluation meetings.

Success Criteria

- Gifted and Talented children are challenged by the work/activities set
- Gifted and Talented children respond to the challenges by achieving at high levels
- The school ethos celebrates success

Parental Involvement

All parents of children identified as Gifted and Talented will be informed by the class teacher and invited to discuss any relevant issues, as they arise.

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools.

They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to "Go the extra mile"
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of the child's

Inclusion

labels, working to strengths.

Data shows achieving above peers in numeracy, literacy or science

Pupil has evidence of talent in music, art, sport or other area.

Discuss evidence at data/inclusion reviews

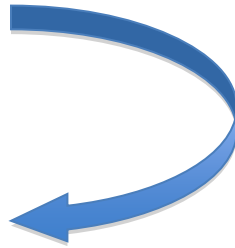


Pupil is entered on school G&T register. Class teacher tracks progress and opportunities on G&T grid, with evidence, in inclusion folder



Evidence of Gifts and Talents reviewed at next meetings.

Discuss at pupil progress/inclusion reviews



GATP23