

**Statutory**

**Inclusion Policy**  
***Including***  
**SEND Policy**  
**Able, Gifted and Talented Policy**  
**EAL Policy**

**Purley CE Primary School**

**Date of policy: Spring 2016**

**Review Cycle: Annual**

**Reviewed By: Full Governing Body**

**Approved By: Full Governing Body**

**Last Reviewed: 24<sup>th</sup> February 2021**

**Next review date: Spring 2022**

**Learn to love, love to learn**



***'Let all that you do be done with love', 1 Corinthians 16:14***

## **Change History**

<b>Version</b>	<b>Date</b>	<b>Description</b>	<b>Change ID</b>
1.0	May 2020	Updated by JP and KF. Initial version approved by FGB 20/05/2020	SH - Clerk
2.0	Feb 2021	Updated on page 8 regarding process from formal complaints	SH - Clerk

# **Inclusion Policy**

## **Aims and objectives**

Purley Primary School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

## **Provision**

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)
- We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
  - do all our children achieve their best?
  - are there differences in the achievement of different groups of children?
  - what are we doing for those children who we know are not achieving their best?
  - are our actions effective?
  - are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Section A- SEND policy  
Section B- Able children's policy  
Section C- EAL policy

## **Section A: SEND Policy**

### **SENDCo - Mrs Judie Pickering**

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of practice together with the Equality Act 2010.

All of our schools policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, medical, equality and assessment. The accessibility plan is an integral part of this policy.

### **Aims**

We at Purley CE Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs and disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated according to individual needs, that continues to demonstrate coherence and progression in learning.
- give pupils with SEND equal opportunity to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Every teacher is a teacher of every child or young person including those with SEND.

## **Identification, Assessment and Provision**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special education provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

### **Code of Practice 2014 – Section B**

The school recognises that the needs of high achieving children should also be catered for and recognised as a “special educational need”.

The school will assess each child’s levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child’s pre-school years. If the child already has an identified special educational need, this information may be transferred and used to provide starting points.

The school’s system for observing and assessing the progress of individual children will provide information in areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult with the SENDCO to consider what else might be done.

Provision for children with special educational needs is a matter for the whole school; the governing body, the headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for 6 weeks. If no progress is noted after this, the child may be added to the school SEND register.

After discussion with the class teacher, additional interventions are put in place over and above the school’s differentiated curriculum and the child given individualised learning targets - on a SAP (Support and Achievement Plan). These targets will be monitored by the class teacher and teaching assistants and reviewed formally with the SENDCO, parents and young person.

Provisions can be accessed through the local offer published on our website:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=4zf6er177vc>

### **Reasons for a child being added to the SEND register may include:**

- makes little or no progress, even when teaching approaches are targeted
- shows signs of difficulty in developing key literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties
- has sensory or physical problems that impact on their ability to access learning alongside peers and continues to make little or no progress
- has communication or interaction difficulties and continues to make little or no progress

### **The nature of intervention**

- different learning materials or specialist equipment
- group or individual support, which may include personalised interventions on a 1-1 basis outside of the classroom e.g. SNAP maths, Catch Up literacy, ELSA work
- extra adult time

### **The use of external agencies**

These services may become involved if a child continues to make little or no progress despite considerable input.

The external specialist may act in an advisory capacity or provide additional specialist assessment.

### **School request for Statutory Assessment of Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive any other documentation in relation to the child's special educational needs.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum. We support children in a manner that acknowledges their entitlement to share the same learning experience that their peers enjoy.

### **Roles and responsibilities of headteacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the Inclusion governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.
- it maintains a general overview and has appointed a representative governor (the Inclusion governor), who takes particular interest in this aspect of the school.
- they challenge the school and its members, to secure necessary provision for any pupil identified as having special educational needs.
- they ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- they are fully informed about SEND issues, so that they can play a major part in school self-review.

The **Special Educational and Disability Needs Co-ordinator** (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in writing SAPs (Support and Achievement Plan), devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- overseeing the records of all children with SEND
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that lunchtime assistants are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

- Co-ordinating and developing school based strategies for the identification and review of children with SEND

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Partnership with parents**

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents with SEND will be treated as partners and will be given support to play an active and valued role in their child's education.

Children with SEND often have a specific knowledge of their own needs and they will be encouraged to contribute to the assessment of their needs.

At all stages, the school keeps parents informed and involved. We take account of their wishes, feelings and knowledge.

We encourage parents to make an active contribution to their child's education and have regular meetings. We inform the parents of any outside intervention and share the process of decision making by providing clear information.

Parents always have access to the SENDCO either through the office or the class teacher.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to refer to the school's complaints policy for protocol to be followed.



## **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy.
- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- monitoring of procedures and practice by the Inclusion governor
- visits from LA personnel, outside agencies and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce SAPs to set targets, revise provision and celebrate success.

## Section B

### Able, Gifted and Talented Policy

Purley CE Primary School is committed to providing a curriculum for all children with a wide range of abilities, aptitudes and interests.

#### Aims

- To ensure that all children are given the opportunity to reach their full potential in all curriculum areas
- To ensure that early identification and assessment of able children takes place in order that their needs are met
- To celebrate achievement
- To keep staff and parents informed of the current provision in school

#### Identification

- 1. Able Pupils** are pupils whose attainment is above average for their year group within their own school, or is potentially so. This is a fluctuating group due to most children's academic development progressing at an uneven rate. Children will move in and out of this group on a fairly regular basis and so this information is less likely to be shared formally with parents.
- 2. More Able/Gifted Pupils** are pupils whose attainment in academic subjects is markedly above average for their year group within their school, or is potentially so. These children also present an uneven rate of development but are more likely to remain within this group throughout their school life at Purley CE Primary School. If a child is identified as being part of this group parents will be informed.
- 3. More Able/Talented Pupils** are pupils who demonstrate skill, ingenuity, creativity or ways of thinking that are markedly advanced for their year group within school.
- 4. Exceptionally Gifted or Talented Pupils** are pupils who are exceptional in their year group, and may, in fact be several years ahead of their peers. Where appropriate children may have an Individual Support and Progress Plan.
- 5.** Children who should be part of one of these groups but are underachieving are also identified in order to provide for their needs appropriately. This is a fluctuating group but parents are always informed. Teachers then expect to work cooperatively with the child, their parents and occasionally with other adults in school to support, encourage and challenge until the child is making adequate progress.

No identification strategy is perfect and different talents emerge at different ages and in different circumstances so it is essential to never regard a child's potential as fixed.

A wide range of identification strategies can be used including:

- Analysis of information from previous schools/settings
- Discussion of pupils with colleagues
- Discussion with the pupil
- Consultation with parent/guardian

- On-going assessment
- Collation of evidence from standardised testing

Use of the 'Checklist of characteristics' (See appendix 1)

### **Able, Gifted and Talented Provision**

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

Throughout the classes, work is differentiated to support children of all abilities. Questioning is used as a tool to challenging the thinking skills of the able children.

Children identified as Able, Gifted and Talented (A, G and T) are put onto the A, G and T register.

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

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

Provision can sometimes be provided from outside the school:

- Subject specialists
- Visiting experts
- Clubs and societies
- The internet
- Competitions
- Cluster activities

Provision also includes pastoral care.

### **Responsibilities**

The ABCO (Able Gifted and Talented Co-ordinator) will:

- Provide or arrange staff training in issues/strategies concerning provision for More Able children.
- Attend relevant courses/meetings to keep up-to-date with latest developments.
- Oversee the monitoring of the More Able children by liaising with subject coordinators as part of their routine monitoring.

- Collate, analyse and act upon feedback from coordinators as to the provision for More Able within their subject area.
- Support staff in planning provision for the More Able in their classes/lessons and help teachers to fill out Individual Challenge Plans if appropriate.
- Maintaining the Register and bringing it to staff for revision.
- Liaise with the A, G and T Governor
- Contact parents and keep them informed
- Review the policy regularly

The class teacher will:

- Assess and gather data to support the identification and monitoring of AGT pupils
- Liaise with ABCO
- Transfer information on transfer between classes or schools
- Agree, plan and implement provision
- Liaise with parents
- Review provision regularly

The able child will:

- Analyse their own work and identify points for improvement
- Take a piece of work and improve it
- Collaborate with others as well as working independently
- Develop ideas in different ways
- Give explanations to other children
- Develop work over a period of time

The headteacher will:

- Monitor the effectiveness of the policy
- Analyse and track performance

### **Monitoring and evaluation**

- The ABCO tracks the progress of children on the More Able register to ensure progress is as or beyond the expected range.
- Work and planning sampling is also carried out to check for challenge in activities.
- Pupil conferences are used to gather pupils' voice regarding provision and welfare.
- The effectiveness of this policy and its implementation will be monitored, evaluated and reviewed by the ABCO, Headteacher and governors.

Karen Fakes  
ABCO

## ***Appendix 1***

### **CHECKLIST FOR ABLE PUPILS**

#### **Thinking speed**

Has quick memory and recall of information

Is sceptical

Asks many provocative Searching questions \*

Has exceptional curiosity

#### **Learning style**

Shows good insight into cause - effect relationship

Can deal with abstractions\*

Quickly makes generalisations

Follows complex directions easily

Jumps stages in learning

#### **Persistence**

Is a keen and alert observer

When interested becomes absorbed for periods

Determined to continue until task is completed

Shows originality on intellectual work\*

Has the ability to produce effective work independently

Criticises constructively

#### **Behavioural Constraints**

Is unwilling to accept authoritarian pronouncements without critical examination

Prefers to talk rather than write

Is reluctant to practice skills already mastered

Listens only to part of the explanation

Mental speed faster than physical capabilities\*

### **Leadership**

Sees a problem quickly and takes the initiative\*

Is followed by others automatically

Is concerned to adapt and improve situations, objects, systems

### **Facility with language**

Reads rapidly and retains playfulness, is original, imaginative and manipulates ideas\*

Has advanced understanding and use of language

Appreciates verbal puns, cartoons, jokes, etc

Sees a greater significance in a story or film etc

Has a keen sense of humour; sees humour in the unusual

### **Social interaction**

Shows sensitivity

Shows empathy towards others

Is more than usually interested in "adult" problems e.g. the meaning of life\*

Creative and imaginative flair and style

*\* Possible indicators of exceptional ability*

## **Section C**

### **EAL Policy**

#### **Introduction**

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs.

Some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language (or as being first language English taught by a non-fluent parent.) Children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

#### **Aims and objectives**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Equality Act 2010.

#### Teaching and Learning style

In our school teachers employ various methods to help those children who are learning English as an additional language achieve their full potential by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages
- Ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit children's ages and levels of learning;
  - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
  - using the home or first language where appropriate and possible.

## **Role and responsibilities of the EAL Co-ordinator**

- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Responsible for analysis of relevant school data for improvement purposes.
- Identify gifted and talented EAL pupils.
- Consult with external agencies.
- Deploy LSP/LSA support and monitor its effectiveness.
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Work with Headteacher to ensure effective and appropriate support throughout the school.