



## LITTLE MISSENDEN CE INFANT SCHOOL

### INCLUSION POLICY

Little Missenden Church of England Infant School is committed to ensuring all pupils achieve their full potential. We recognise that many children may require additional support or additional challenge at some point within their learning journey.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity. This does not mean that we treat all learners in the same way, but we respond to learners in ways which take account of their varied life experiences, strengths and needs.

#### **B. AIMS**

Our school aims to provide all pupils with strategies for dealing with their individual needs within an environment which offers high levels of support and challenge as appropriate.

We aim to provide a differentiated curriculum which:

- Enables every pupil to experience success.
- Provides a variety of stimulating, engaging and enjoyable learning activities which challenges all pupils appropriate to their individual needs and ability levels.
- Responds to pupils' diverse learning needs and encourages all children to be independent and self-motivated learners.
- Promotes individual confidence and a positive attitude.
- Ensures that all pupils receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Gives all individuals and groups of children equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Identifies, assesses, records, monitors and regularly reviews pupils' progress and needs.
- Involves parents/carers in planning and supporting at all stages of their pupil's development.
- Works collaboratively with a wide range of other professionals and support services.

We aim to provide a happy and safe school by:

- Safeguarding the health, safety and welfare of pupils.
- Listening and responding to the concerns of children and parents.

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## **C. PERSONALISED LEARNING**

Pupils are grouped in classes according to age and as there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

At times during their education, some children will be identified as requiring additional support or requiring additional challenge in a particular curriculum area.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a member of staff in order to acquire, reinforce or extend skills more effectively. Provision for all pupils is intended to enable them to make the greatest possible progress in the context of the National Curriculum and within their own personal development.

## **D.SPECIAL EDUCATIONAL NEEDS (SEN)**

### **D1. DEFINITION**

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LEA (Education Act 1996).

### **D2. ROLES AND RESPONSIBILITIES FOR SEN**

Provision for all pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide differentiated tasks for all pupils, including those with SEN, 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 these needs. The Inclusion Department supports the teachers with all of the above.

The Governing Body in co-operation with the Headteacher has a legal responsibility for determining the policy and provision for pupils with SEN – it maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. Governors have statutory responsibilities outlined in the Code of Practice for Special Educational Needs and they report to parents on the fulfilment of the schools Inclusion Policy through the Governors' Annual Report to parents. Governors play a major role in school self-review and ensure that SEN provision has a yearly action plan and is an integral part of the School Development Plan.

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The Headteacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the Governing Body informed about SEN issues.
- Working closely with the Inclusion Co-ordinator.
- The deployment of all special educational needs personnel within the school.
- She also has overall responsibility for monitoring and reporting to the Governors about the implementation of the schools' Inclusion Policy and the effects of inclusion policies on the school as whole.

The Inclusion Co-ordinator is responsible for:

- Ensuring that an agreed, consistent approach is adopted.
- Liaising with parents of pupils with SEN, 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.
- Maintaining the school's SEN list and SEN records.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs etc.

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated and inclusive National Curriculum (reflected in their planning and classroom practice).
- Providing additional and different provision for individuals and groups with special educational needs.
- Making themselves aware of the school's Inclusion Policy and procedures for identification, monitoring and supporting pupils with SEN.
- Giving feedback to parents of pupils with SEN.

Teaching assistants work as part of the team alongside the teachers. They support pupils' individual needs, and help with inclusion of pupils with SEN within the class.

### **D3. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The Buckinghamshire SEN Handbook gives guidance on identification, assessment and review. Pupils with SEN are identified and their needs determined and reviewed through liaison with previous schools and settings, through screening procedures and diagnostic checklists/

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assessments and through teachers' observations and any concerns expressed by teachers, parents or others who know the child.

#### **D4. CATEGORIES OF SPECIAL EDUCATIONAL NEEDS**

The SEN Code of Practice recognises four broad areas of need:

- Communication and Interaction – which includes language & Autistic Spectrum Disorders (ASD).
- Cognition and Learning – which includes specific learning difficulties e.g. Dyslexia.
- Behaviour, Emotional and Social development – which includes conditions such as ADHD.
- Sensory and /or Physical – which includes physical disabilities e.g. hearing and visual impairments and sensory processing disorders.

#### **D5. LEVELS OF PROVISION FOR SEN SUPPORT**

##### **SEN support**

SEN support is characterized by a sustained level of support which involves external services e.g. Educational Psychology Service or a range of other LEA or Health service professionals. SEN intervention is triggered through continued concern, supplemented by evidence, that despite receiving differentiated teaching and a sustained level of support a pupil:

- Still makes little or no progress in a specific area over a significant period of time.
- Continues to work at National Curriculum levels considerably lower than expected for the child's chronological age.
- Has emotional/behavioural problems that often substantially impede their own learning or that of others despite having an individualised behaviour management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

If the school decides, after consultation with parents that a child requires SEN support in order to make satisfactory progress, a child may undergo more specialist assessment and /or observation and / or a visit from an outside agency if applicable. This outlines the contributions made by teachers, parents and any external professionals involved in the child's provision. Parents will be closely informed of all actions and results and are encouraged to attend reviews and to play a full part throughout the process.

##### **EHC Plan**

Only a very small proportion of pupils require an EHC Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support beyond what the school can offer.

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## **D6. REVIEW OF PROVISION**

Reviews of pupils on SEN support are normally carried out towards the end of each term. Pupils are fully involved. Parents are invited to discuss the child's SEN support plan with the class teacher. At the start of each term a copy of the new targets is sent home to the parents of children needing support. Class provision maps are also reviewed at the end of each term.

For pupils with EHC Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews.

## **E.GIFTED AND TALENTED**

### **E1.DEFINITION**

A culture of high challenge and high support enables all children to achieve their best.

For children to achieve their best they must:

- Develop a belief that they can improve and achieve with effort.
- Learn to challenge themselves and enjoy challenge.
- Learn from their mistakes without losing confidence.
- Have high expectations of themselves and others.

Lessons are differentiated to meet the needs of the highest ability pupils and the element of challenge must be present in all lessons. Children are encouraged to recognise their own strengths and weaknesses.

Gifted and talented learners will be identified on potential ability rather than achievement, so that underachievers are amongst those identified. Children with multi-exceptionalities may be placed on both the SEN and Gifted and Talented registers.

### **E2. ROLES AND RESPONSIBILITIES FOR G&T**

The educational provision for our gifted and talented children is the responsibility of the class teacher.

Subject co-ordinators are responsible for the provision within their subject area. They advise teachers on useful enrichment and extension activities relevant to their particular curriculum area.

The Inclusion Co-ordinator is responsible for:

- Updating the Challenge Register on a regular basis.
- Monitoring and evaluating provision for gifted and talented children throughout our school.
- Keeping up to date with current guidelines, research and initiatives.
- Updating resources.
- Liaising and reporting to designated governor.
- Monitoring effectiveness of this policy.

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### **E3. IDENTIFICATION OF G&T PUPILS**

We believe that there is no single perfect instrument for identification of gifted and talented children.

Everyone in school has a responsibility to recognise and value pupils' abilities. Identification will include elements of the following:

- Information from parents and carers.
- Information from previous teacher, pre-school or school.
- Teacher or staff nomination, using professional judgements, observations and class work through ongoing assessment for learning.
- Test and assessment data e.g. SATs.

Since relative ability can change over time, learners may move on and off the register when appropriate.

### **E4. PROVISION FOR G&T PUPILS**

We believe that effective provision can be made within the classroom, through a stimulating, well planned and differentiated curriculum.

Classroom provision:

- Effective assessment for learning so that planning takes account of prior learning.
- Differentiated learning objectives and outcomes are shared.
- Opportunities for independent learning are planned for.
- Use of a range of teaching and learning styles.
- Teachers have high expectations and ask challenging questions.

### **F. EVALUATING SUCCESS**

We assess the success of our provision termly and report to the appropriate Governor.

### **G. ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. If further clarification/advice is required, parents should feel free to speak to the Inclusion Co-ordinator or Headteacher. For a problem that might need time to explore fully, parents/carers should make an appointment. In the event of a formal complaint parents are advised to follow the school's complaints procedure.

### **H. PARTNERSHIPS WITHIN AND BEYOND SCHOOL**

#### **H1. PARTNERSHIP WITH PARENTS**

The staff will continue to forge home/school links and encourage parents to be partners in the education of their children. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise.

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Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated.

Parent consultation meetings are held twice a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or Inclusion Co-ordinator. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS gives advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and audio guides about many aspects of SEN. Some of their leaflets are available in school from the Inclusion Co-ordinator.

## **H2. PUPIL VOICE**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate reflects the pupil's evolving maturity.

Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

We encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally).
- Talking to TAs and teachers about their learning.
- Class and individual reward systems.
- Through the School Council.

## **H3. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs, Communication and Interaction, Visual Impaired and for pupils with Physical Disabilities. Health specialists such as: Occupational Therapists, Physiotherapists, Speech and Language Therapists visit the school regularly. Specialist teachers visit the school regularly. The Educational Psychologist provides invaluable support, assessment and advice regularly during the year. We are committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required. These agencies are deployed in accordance to need, as outlined on statements and in gathering evidence for statutory assessment.

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#### **H4. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

Transfer and links with other schools, notably Great Missenden.

- SEN and G&T action records are transferred from feeder schools and to secondary schools following county procedures.
- A transition support programme is arranged for children whom will require extra support during transition.

Relative ability may differ from school to school so children will remain on the gifted and talented register if appropriate to their new peer group.

Transfer within the school

- Teachers liaise closely when pupils transfer to another class within the school.
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.
- there are close links between the school KS1 co-ordinator, reception teacher and foundation stage leader to discuss pupils with SEN when they are about to start school.

#### **H5. STAFF DEVELOPMENT**

- The school is committed to gain expertise in the area of Inclusion and ensures that all staff have access to relevant CPD training both internally and externally.
- There is a planned programme of in-house training sessions for TAs.
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.
- The Inclusion Governor is advised of any relevant training by the Inclusion Co-ordinator.
- Newly appointed teaching staff meet the Inclusion Co-ordinator to discuss Inclusion procedures in the school.

This policy should be reviewed annually and updated when necessary, to take account of:

- Any changes to current guidelines that apply to Inclusion.
- Any changes in provision within our school.
- Any changes made as a result of monitoring and evaluation of this policy.

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