

# Greenfields Junior School



## Inclusion Policy

Combining SEN Policy and More Able Policy  
Policy prepared April 2017  
Policy approved May 2017

Annual

**GREENFIELDS JUNIOR SCHOOL**

**INCLUSION POLICY**

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## INTRODUCTION

Greenfields complies fully with the 'Disability Discrimination Act'.

Further information is available on request.

At Greenfields Junior School we aim to provide a positive and safe learning environment which is stimulating, caring and disciplined and to develop each child to his/her full potential.

### 1. DEFINITIONS

At Greenfields, the SEND Code of Practice 2014 forms the basis of all SEN work.

According to the 'Code of Practice' a child is considered to have special educational needs if he/she has a learning difficulty which calls for educational provision which is additional to or different from their peers.

The term "special educational needs" covers a wide range of areas, which may affect the way, or the rate at which children learn. These areas include medical, social, emotional, behavioural, physical or educational.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of the available facilities.

At Greenfields, the Department of Children, Schools and Families' policy 2008 forms the basis of our definitions of Able, Gifted and Talented. This policy refers to "children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to do so).

**Able:** Able pupils are learners who have the ability to perform significantly above average ability for their year group in several areas (possibly less than 1% of the school population).

**Gifted:** Gifted pupils are learners who are more exceptionally able in one or more academic areas such as English, Maths or Science.

**Talented:** Talented pupils have the ability to excel in any Foundation subject, with an initial focus on Art, Music and Physical Education.

### 2. AIMS

At Greenfields we consider it is important to identify children's special needs as early as possible. The Children's needs are met through Quality First Teaching (QFT) in the classroom alongside intervention programmes.

During their time in school we aim for children with identified Special Educational Needs (SEN):

- To make the necessary progress to enable them to catch up with their peers and to celebrate their successes.
- To ensure all children have access to a broad and balanced curriculum and to take as full a part as possible in school activities.
- To provide a differentiated curriculum appropriate to the individual's needs and ability through QFT.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that parents of SEN pupils are fully informed of their child's progress and attainment.

- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

We believe that provision for more able children should be integral to the teaching in class and not a bolt-on. At Greenfields the teachers plan provision for experiences that broaden and deepen skills and understanding.

Strategies which are used to provide children who are A,G&T with challenge and breadth of curriculum include:

- Differentiation
- Setting and reviewing targets with the child and family
- Work Shops in year 6
- Short withdrawal programmes with a clear rationale to meet needs when appropriate
- Providing opportunities to develop independent learning and organisational skills, through making choices about their work and expanding investigational skills.
- Encouraging participation in extra-curricular activities.

### **3. IDENTIFICATION, PROVISION AND EXTERNAL AGENCIES**

To ensure that a child who is experiencing learning difficulties is identified, the school has regular assessment procedures in place. Any child giving cause for concern will be discussed fully, and if appropriate, further assessment may be carried out by the Inclusion Manager. If appropriate, Intervention programmes of support will be taught in school.

Pupils identified will have a Personalised Learning Plan written by the class teacher. This will identify the additional provision provided for the child and the desired outcomes. This will be reviewed regularly and in line with the child's progress. Greenfields recognises the importance of parental involvement providing the opportunity to meet formally with class teachers and the Inclusion Manager three times a year. For children whose needs are complex, either a SENSEA or an EHCP may be appropriate.

For pupils whose progression and rate of learning is a cause for concern, additional support may be provided using relevant programmes to develop literacy and numeracy skills. Pupils may be supported in a variety of ways. The teaching style may be adapted for some individual pupils, and differentiated work may be produced. For some children, extra support will be provided by the LSA working under the direction of the class teacher, taking place either in class, in small groups or 1:1 support.

Greenfields uses a range of resources to support pupils with special educational needs. These include assessments which will inform planning and various programmes to support specific individual needs.

For children whose needs are medical, social, emotional or behavioural there are ongoing programmes of support from a wide number of external agencies; including the Hampshire Educational Psychology Service, Speech and Language Therapy and any other outside agencies who have been involved with the child. The Inclusion Manager will liaise with these agencies, using recommendations to inform the planning and provision for pupils. Parents will be consulted at all stages when external agencies are involved. All staff, including those providing extra-curricular activities, will be informed of children with SEN, where appropriate.

At Greenfields, it is our ethos that all teachers are teachers of pupils with additional needs and will therefore receive support and training to enable them to do this. The Inclusion Manager keeps up to date with current issues and training to support all staff.

In the summer term before Year 6 transfer to secondary school, the Year 6 teachers meet with the teachers responsible for primary liaison at our receiving secondary schools and also the Year 7 tutors to discuss the pupils in detail and to ensure a smooth transition. Meetings take place with the Infant School to ensure a successful transition to Year 3. The Inclusion manager meets with the SENCos at the Secondary and Infant schools to plan individual children's transition.

At Greenfields we use the following methods to identify children who are A,G&T:

- Teacher assessment
- Progress data
- Key Stage 1 data
- Use of school criteria
- Information about out of school activities

The class teacher records and tracks the development and progress of able, gifted and talented pupils through Assessment for Learning, test data and Pupil Progress Meetings. The Inclusion manager, Assessment Manager and A,G&T lead track and monitor the progress of the more able/high attainers at Greenfields

The Inclusion manager liaises with outside agencies, when there is a need. The school liaises at the point of transfer between schools at Key Stage 1 and Key Stage 3

We are aware that the social and emotional needs of the more able/high attainers may develop at a different rate from their peers; we monitor the children's needs and the appropriate support is provided

#### **4. ROLES AND RESPONSIBILITIES**

##### **The role of the Governors**

The Governing Body will appoint a Special Needs Governor to work with the school in this area and to advise the Headteacher and Inclusion Manager on changes in Government Policy. The Special Needs Governor will review the policy annually, evaluating its success for pupils with SEN and report this success back to governors. They will also monitor and measure the impact of resources on pupil progress. An additional Governor will also liaise with the Inclusion Manager and A,G&T lead to monitor and measure the progress of identified pupils.

##### **The role of the Headteacher**

The Headteacher will ensure that the Inclusion policy is in place and that funding is used so that children with SEN or children identified as A,G&T are supported in an appropriate way and that there is regular monitoring of pupil progress.

##### **The role of the Inclusion Manager**

The Inclusion Manager's role is to ensure that the SEN Code of Practice and Inclusion Policy are understood and followed by all staff.

The Role of the Inclusion Manager is primarily to monitor and evaluate the success of the provision for children with SEN or identified as A,G&T, through monitoring and using relevant data to support teachers planning and provision. The Inclusion Manager will provide the class

teachers with up to date information regarding pupils with SEN or A,G&T and support class teachers in communicating with parents.

The Inclusion Manager will liaise with Governors on a regular basis to report on the progress of pupils. The Inclusion Manager will keep up to date with current issues and training to support all staff in their continual professional development.

### **The role of the Class Teacher**

The class teachers plan and deliver appropriate levels of work for all pupils including those with identified as A,G&T or as having SEN in their class.

It is the responsibility of the class teacher to ensure LSA support is focused and any intervention programmes are delivered effectively. Both class teachers and LSAs will liaise with the Inclusion Manager when appropriate. Class teachers monitor and review the progress of these children, keep records, and report to parents.

### **The role of the Learning Support Assistants**

Learning Support Assistants work alongside the class teacher in identifying children with SEN or A,G&T and providing specific programmes of support to meet individual needs.

They help children access the curriculum working under the direction of the class teacher, taking place either in class, in small groups or 1:1 support, keeping records of work undertaken and progress made in sessions.

### **The role of Parents**

Parents can support their child's education and encourage their learning through helping their child with reading practice, learning spellings and times tables and with homework.

Parents attend parent evenings and any additional parent/teacher/Inclusion Manager meetings, some involving outside agencies, when requested. When appropriate parents can keep school informed of any significant changes in home circumstances that may affect their child's emotional well-being in school. Parents are welcome to contact the school at any time to arrange further meetings and if necessary the school will request additional meetings with the parents.

## **5. CRITERIA FOR EVALUATING THE SUCCESS OF THE INCLUSION POLICY**

The success of the Inclusion Policy is assessed according to progress made by pupils with special educational needs or identified as able, gifted or talented, and the degree to which these children develop confidence and enthusiasm in all aspects of school life.

## **6. COMPLAINTS PROCEDURE**

Queries and complaints about SEN or A,G&T provision should be brought to the Headteacher and the Inclusion Manager. If the issue is unresolved the school's complaints procedure should be followed. Queries and complaints should be dealt with as soon as possible. An initial meeting with concerned parties should be scheduled at least within a fortnight of the first approach by parents.

## **7. SUPPORT SERVICES**

The school uses the following Outside Agencies where appropriate:

**Family Support Worker**  
**Educational Psychologist (EP)**

Primary Behaviour Support Team  
Speech and Language Therapist (SALT)  
Teacher Advisors for physically, visually and hearing impaired children  
Teacher Advisor for children with specific learning  
Inspector for Special Needs  
School Nurse  
Social Services  
Occupational Therapist  
Physiotherapist  
Ethnic Minority and Traveller Achievement Service (EMTAS)  
Potential Plus UK  
National Association for Able Children in Education

If a teacher wishes to liaise with these agencies it would be through the Inclusion  
Manager or Headteacher.