

Threlkeld C. E. Primary School

Inclusive Education Policy

Including Special Educational Needs and Gifted and Talented

RATIONALE

The staff and Governors of Threlkeld School intend that every pupil will have equal opportunity to develop their maximum potential. All pupils have the same right to support, challenge and inclusion as any other. (including SEND and G&T)

Our school will aim to provide:

- An educational experience of the highest quality that caters for the particular and individual needs of each child.
- A challenging, lively and stimulating environment to develop the child's potential and personality to the full, and desire within the child to go on learning, exploring and enjoying many different aspects of the world in which he or she lives.

AIMS OF THE SCHOOL

The staff and Governors of Threlkeld School intend that every pupil will have equal opportunity to develop their maximum potential through:

- A broad and balanced curriculum, incorporating National Curriculum subjects
- Rich, varied and appropriate experiences and opportunities
- Co-operation, partnership, tolerance and respect for others
- Self-esteem and independence
- An awareness of personal growth and progression
- An enjoyment of learning

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The school recognises that a number of children will have special educational needs at some time. Areas of need include: -

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and or physical

OBJECTIVES

1. Special Educational Needs provision will be conducted in a caring and supportive atmosphere, which promotes learning and develops individual self esteem. Children, parents and relevant staff are involved in the development of their Support Plans.
2. The school will keep records and regularly monitor pupil's progress. On-going diagnostic assessment will be used to inform planning.
3. All of our pupils will have access to support appropriate to their identified needs and we will endeavour to ensure that appropriate resources are made available to support the schools S.E.N.D Policy.
4. The school will maintain effective communication with parents, governors and outside agencies.
5. All staff are teachers of children with Special Educational Needs and should have access to INSET within service budget limitations, where necessary.

The Special Needs Co-ordinator is Mrs H Horne and the Special Educational Needs Governor is Mrs S. Files.

The arrangements for co-ordinating educational provision for pupils with SEN will be as set out in the Code of Practice for SEND. ie: In all main stream schools a designated teacher should be responsible for: -

- The day-to-day operation of the school's SEND policy;
- Informing staff of timings of reviews of Support Plans.
- Liaising with and advising fellow teachers and teaching assistants;
- Coordinating provision for children with special educational needs;
- Maintaining the school's SEND register and overseeing the records on all pupils with special educational needs;
- Liaising with parents of children with special educational needs in conjunction with the class teacher;
- Contributing to the in-service training of staff,
- Liaising with external agencies including the educational psychology service and other support agencies, health and care services and voluntary bodies.
- Meeting at least annually (more often when necessary) with the SEND Governor.

ADMISSION ARRANGEMENTS

These will be the same for all children in the school - see Admission Policy. There may, however be children with physical disabilities that we may be unable to accept without making physical changes to the building structure, due to the constraints of our Victorian building.

RESOURCES

1. Resources including staffing supply cover and teaching materials will be used in the most effective way to support and enhance pupil learning.
2. A proportion of General budget will be used to provide general equipment.
3. Monies allocated through a pupil's EHC plan will be directed to service the pupil's needs. e.g. staffing/support materials, etc.
4. SEND materials will be held by class teachers, obtained from other year groups or held in a central SEND resource box.

IDENTIFICATION AND ASSESSMENT

1. The school recognises the importance of early identification of children with SEND.
2. Initial identification may be made through teacher/teaching assistant observation, or the expression of concern by a parent. Such information should be brought to the attention of the SENCO.
3. The school will then use a 'graduated approach' as recommended in the Code of Practice 2014. Opinions of parents and children will be listened to and acted upon.

SEN REGISTER and Support Plans

1. The school will keep a register of all children with Special Educational Needs and Disabilities.
 - 2a). The school will inform parents/carers that their child has been identified as having SEND.
 - b). Plans will be made for the use of support to help achieve a clear set of expected outcomes for the child.
 - c). The support given to a child will be planned and reviewed by the class teacher in collaboration with parents, SENCO and pupil (where appropriate).
 - d). Progress towards these outcomes will be tracked and reviewed at least once a term.
 - e). If after review the concerns have not been removed despite the actions taken, the school may ask specialist teachers for advice. A new Support Plan must be written.

3. Assessment details should lead to further planning and other agencies may need to be involved as need arises. An Early Help form will be completed.

4. The child's parents will be invited to be involved and kept informed at every stage.

EDUCATION, HEALTH AND CARE (EHC) PLAN.

The local authority must conduct an assessment of education, health and care needs and prepare an EHC plan when it considers that it may be necessary for special education provision to be made for a child. This is likely to be where the special education provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to mainstream schools. EHC plans must be focused on the outcomes the child seeks to achieve across education, health and care. Statutory assessment will not always lead to an EHC plan.

ACCESS TO CURRICULUM

The whole school curriculum (including National Curriculum) is devised and planned by the entire staff. Lessons and activities are differentiated for individual children by task, content or outcome as necessary. For the majority of the time children with SEND will be taught with their class group. However, some children may be withdrawn for specific needs to be addressed. The school recognises the importance of high quality teaching for all children, including those with SEND.

INTEGRATION

Pupils are placed on roll in their age appropriate class and every effort will be made to integrate them into all aspects of school life. Pupils will be educated in mixed ability classes, but may receive extra support (one to one, small group,) either in class, or withdrawn to a suitable area. They will be encouraged to participate in all aspects of school, including extra curricular activities.

COMPLAINTS PROCEDURE

Arrangements for considering complaints about special educational provision within the school will be the same as in the general school complaint procedure. See Complaints Policy.

STAFFING ROLES AND PARTNERSHIP

1. Concerns should be discussed with parents and they should be included in any arrangements to address these concerns.

2. All staff are teachers of children with Special Educational Needs including children who have an Education, Health and Care plan (EHC plan).
3. Class teachers should be working in partnership with teaching assistants and parents.
4. Where appropriate specialist teachers should assist class teachers and teaching assistants in the drawing up of Individual Education Plans which should be easily accessible to teachers, and teaching assistants, and should be used as a working document.
5. Class teachers' weekly plans should include information about differentiation.
6. All staff should have access to training and experience in Special Educational Needs.
7. There will be close liaison with school staff when children are about to be admitted to Threlkeld or transfer to KS3 (or another school). This may include visits of staff, children and parents - transfer of records and details of provision needed.

MONITORING AND REVIEW

This policy will be monitored and evaluated by the:

- SENCO
- Headteacher
- SEND Governor
- All teaching staff

This policy has been developed in consultation with school staff and governors. It will be reviewed every two years.

APPENDIX 1

Sources of support for school

- Nasen's SEND Gateway – provides up-to-date resources and training.
- Autism Education Trust – information site
- The Communication Trust – information site

Tests and Check-lists

1. Early Years Foundation Stage baseline assessment data will be used for initial identification of new intake Reception.
2. Throughout school: -
 - i) Standardised tests will be used each year to check progress.

Single Word Reading Test 6-16 (H. Foster)
Graded Word Spelling Test (P.E.Vernon)

- ii) National Curriculum Assessments will be carried out
Teacher Assessment based on National Curriculum and Literacy/
Numeracy objectives
Year 1 Phonic Check
End of Key Stage SATs
Non statutory SATs (Yrs 3, 4 and 5)

3. Diagnostic tests and teacher assessment may be used for individual on-going assessment and planning.

- e. g. Running Record
Phonic Assessment
Spelling Assessments

GIFTED AND TALENTED CHILDREN

There are several aspects of exceptional ability that need recognition and should be taken into account.

- physical ability
- skill in visual and performing arts
- mechanical ingenuity
- leadership and social awareness
- high intelligence
- creativity (permeating each aspect)

AIMS

1. To identify able pupils in an open-minded way, recognising the vast range of talents and abilities.
2. To provide resources and experiences which allow enrichment, extension, greater breadth and depth.
3. To provide effective monitoring of progress which is then used to inform future planning.
4. To liaise between Key Stages 1, 2 and 3 to promote the needs of more able pupils in their progress through the National Curriculum.
5. To acknowledge parental views and work closely with parents when appropriate.
6. To meet the needs of advanced development within the mainstream curriculum.
7. To provide a range of extension material that will meet the demand for enrichment within the curriculum.

8. To incorporate intellectual challenge through the *quality* rather than the quantity of work.
9. To provide self-initiated and self-directed learning that will encourage the able child to develop the attitude that knowledge is worth pursuing.
10. To prepare them to take their place as a well balanced member of society.
11. To develop a skills-based curriculum that will provide the necessary stimulating work.

OBJECTIVES

- Acknowledgement that more able pupils need less practice on routine tasks than ordinary pupils. This means greater thought needs to be given to extension activities.
- Ability groups will be used within and across year groups where appropriate, but it is important to use these as a framework for differentiation rather than just a solution for teaching more able pupils.
- High expectations will be presented to pupils by the teacher.
- This policy, in line with other school policies, allows equal opportunities to all pupils. (See Equal Opportunities Policy).
- Each case will be assessed on its own merits, but careful thought needs to be given to acceleration of pupils through the year groups. This is especially important when transferring between Key Stages.
- Targets will be set for these pupils that reflect their strengths.

DEFINITIONS

- “Gifted” learners are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE, which places them significantly above the average for their year group.
- “Talented” learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama, which are significantly above average for their age.

In order to make a broad definition of the abilities demonstrated by Gifted and Talented Pupils, schools wish to consider the following categories:

Category A includes gifted pupils and B to E, pupils who are talented.

- A. Intellectual (aspects of English, mathematics or science)
- B. Artistic and Creative (art, design, music, drama)
- C. Practical (design and technology)
- D. Physical (PE, sports, dance)
- E. Social (Personal and interpersonal, leadership qualities, working with adults)

It is important to note that some pupils with special educational needs (e.g. hearing/visual impairment, physical disability, dyslexia, emotional and behavioural difficulties) are also Gifted and Talented.

IDENTIFICATION

Because of the wide range of categories in which a pupil can be gifted and/or talented, it is important to use a wide range of strategies in their identification.

These strategies include:

- Checklist (See Appendix 1)
- Teacher nomination
- Parental information
- Peer nomination
- Discussions with children
- Use of community resources
- Test results (when a child is working two years or more in advance of the majority of his/her same-age peers). Care must be taken in interpreting test results of very young children.
- Teacher assessments in practical areas of the curriculum.

Usually the class teacher will initiate the identification, in consultation with the relevant teaching assistants, SENCO, parents and other teachers.

Once identified the pupil will be added to the Gifted and Talented register. A check list and the Review of Provision and Progress (appendix3) will be completed at least annually, or more often where appropriate.

It is particularly important that school attempts to identify “able-underachievers”.

Reference should also be made to dfes Gifted and talented website (<http://www.standards.dfes.gov.uk/giftedandtalented/> (webarchive)

PROVISION

- See Appendix 2 for a summary of the needs of a Gifted or Talented child.

A range of approaches will be taken to address these needs:

In – class approaches

- Developing an effective learning environment
- Provision of appropriate learning – challenge, differentiation and higher order thinking skills.
- Extension and enrichment activities.
- Grouping children within a class to work with older, more able pupils.
- Accelerating children into an older year group and therefore in some cases into an older class. This may be only for Literacy or Numeracy, both or full time in the older class.
- Provision of withdrawal groups for more able children.
- Differentiation of questioning.
- Provision of differentiated homework.
- Use of ICT for individualised learning.
- Use of assessment tasks for pupils working above KS2 levels.
- Use of older learning partners (pupil mentors).

Out- of-class activities

- Extra-curricular activities e.g. sporting or musical activities.
- Collaboration with outside agencies e.g. athletics club.
- Competitions e.g. Maths Challenge, sports tournaments.
- Opportunities to work with other pupils in the area e.g. through Intranet links and Keswick School Curriculum days for older pupils.

THE ROLE OF THE GIFTED and TALENTED CO-ORDINATOR

- To ascertain the professional development needs of staff and work with the headteacher to provide appropriate support.
- To draw up/revise the school policy for gifted and talented pupils, especially with regard to national and local agenda.
- To assist subject leaders in revising subject policies to take account of the needs of more able and talented pupils.
- To advise on the setting of appropriate targets for more able and talented pupils.
- To promote extra-curricular activities and involvement of the wider community in special events.
- To ensure that appropriate records are kept and passed on to the next phase of education.
- To ensure that parents are well informed, (courses, websites etc)
- To advise the governing body on the work of the school in relation to the gifted and talented pupils.
- To advise on the monitoring and evaluation of progress and attainment.

- To enhance personal knowledge, skills and understanding within the field of gifted and talented education.

Involving Parents

Parents will be informed when a decision is made to place a child on the Gifted and Talented register.

This will often be done at an appropriate Parents' Evening meeting. This will also be a useful opportunity to inform/involve parents in decisions about curricular provision for pupils.

Parents should be kept informed of any changes in provision. Parents should be made aware of any activities e.g. sports clubs which would benefit their children and also made aware of the 'The National Association for Gifted and Talented Children' (www.nagcbrtain.org.uk) which runs a support network to help parents.

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MONITORING AND EVALUATION

The effectiveness of the policy will be monitored by;

- Evaluation of statutory and non-statutory SATS.
- Evaluation of other assessments.
- Monitoring pupils achievements in sporting, drama, music, competitions/events.
- Monitoring pupil motivation, attitudes to learning, self-esteem etc.

The policy will be reviewed in three years or sooner if circumstances require.

Person responsible: H. Horne.

Approved by Governors: Nov. 2016

Review Date: Nov. 2018

APPENDIX 1

RAPID CHECKLIST FOR IDENTIFYING SPECIAL ABILITIES

NAME:.....

TICK

- Asks challenging questions.....
- Provocative.....
- Uses language confidently and creatively.....
- Contributes wealth of ideas and information.....
- Speculates, suggests and predicts.....
- Artistic talent – sensitivity to colour, line, shape and form.....
- Spatial awareness.....
- Intense curiosity.....
- Logical, scientific approach to tasks.....
- Sees relationships.....
- Inventive, enjoys experimentation.....
- Stream of “why” and “how” questions.....
- Wide vocabulary.....
- Feeling for words.....
- Absorbed in books.....
- Shows empathy with others.....
- Highly sensitive.....
- Fiercely self-critical.....
- Fascination with numbers and maths.....
- Bored by repetition.....
- Instinctive learner – dislikes rote memory tasks.....

- Athletic skills.....
- Excellent sense of rhythm.....
- Imaginative tune-making.....
- Creative, original thinker.....
- Self-directed.....
- Versatile, multi-talented.....
- Wide general knowledge.....
- Sharp sense of humour.....

Date.....

Signed.....

APPENDIX 2

The Needs of Gifted and Talented Pupils

- The opportunity to work at an increased pace.
- To operate from their appropriate starting-point, not an artificial one to conform with everybody else.
- To require less practice at tasks, not more.
- Less detailed instructions.
- More independence of study.
- A reduced number of steps in a process.
- Open-ended situations.
- Abstract tasks.
- The need to fail.
- A wide variety of opportunities.
- To be treated as a child whatever the intellectual level reached.
- Contact with teachers.
- Creative opportunities.
- Programmes for their own benefit, not their parents.
- Space to experiment.
- Appropriate question-and-answer sessions.
- Contact with peers and/or adults of similar interests and capabilities.
- The chance to take risks in an organised way.

APPENDIX 3

REVIEW OF PUPIL'S PROVISION AND PROGRESS.

NAME.....DATE OF
BIRTH.....

DATE	COMMENTS ON PROVISION AND PROGRESS	SIGNED
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