



KRISHNA AVANTI
Excellence · Virtue · Devotion

Inclusion Policy

(including EAL, SEND, G & T, LAC)

Approval	AST
Date approved	May 2016
Date to be reviewed	May 2017
Lead Professional/s	Principal

Aims and Objectives of this Policy

The aims of our Inclusion policy and practice in this school are:

- to provide curriculum access for all
- to secure high levels of achievement for all
- to meet individual needs through a wide range of provision
- to attain high levels of satisfaction and participation from pupils, parent and carers
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework September 2014

Ofsted SEN Review 2010 "A Statement is not enough" Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who

are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to underachievement and less than expected progress). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Policy

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

2. The school's arrangements for assessing the progress of pupils with special educational needs

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (OFSTED, 2006a)

“Special educational provision is educational or training provision that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

SEND Code of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision. OFSTED SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68) SEND Code of Practice 2014

STAGE 1:

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 2 Interventions. All vulnerable learners to be included on a whole-school Provision Map.

All learners will have access to quality first teaching. Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND. All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils’ identified needs and track their provision
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and OFSTED about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- interventions
- other small group withdrawal

- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources
- learning partners

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO/EAL and senior leaders
- ongoing assessment of progress made by intervention groups
- sampling on a termly basis
- scrutiny of planning
- teacher interviews with the SENCO and or EAL co-ordinator
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of provision on pupils' progress
- attendance records and liaison with EWO
- regular meetings about pupils' progress between the SENCO and or EAL coordinator and the Principal
- Principal's report to parents and governors

Inclusion of pupils with EAL English as an Additional Language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will

have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below the current English NC Level 2. A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language. Pupils will be placed in flexible groups which match their academic ability. Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary. Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level. Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school – we have access (upon request) to interpreting facilities at parents' evenings, for example.

Inclusion of pupils who are looked after in Local Authority care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children – who is the Principal. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making

Inclusion of pupils who are 'more able' and/or talented

In this section the term 'more able' refers to pupils who have a broad range of achievement at a very high level. Those children who are more able have very well

developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

Physical talents sports, games, skilled, dexterity · Visual/performing abilities dance, movement, drama · Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions · Outstanding leadership organiser, outstanding team leader, sound judgements · Social awareness sensitivity, empathy, · Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on DfE guidelines, we monitor the children closely in the FS and at KS1, but we only identify more able and talented children once they are in KS2.

Identification

Before identifying any child 'more able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'more able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the school will draw up a register of more able and/or talented children, this list will be kept under review. Provision for more able and/or talented children will be tracked on the school's provision map.

Provision

Teachers must have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation and challenge.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for specialist teaching and partnership with primary and secondary schools.

Management of Inclusion within our school

The Principal and the governing body have delegated the responsibility for the ongoing implementation of this SEND & Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Principal and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The EAL co-ordinator, works with the SENCO, who has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Principal

The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and EAL co-ordinator.

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners will be the responsibility of the SLT
- pupil progress meetings with individual teachers
- regular meetings with the SENCO/EAL co-ordinator
- discussions with pupils and parents

EAL Coordinator (who will liaise with the SENCO)

- maintenance of a list of pupils with EAL where their progress and attainment is impacted by their language development, ensuring they are identified on the school's provision map
- maintenance and analysis of whole-school provision map for vulnerable learners from linguistic backgrounds
- advising on and co-ordinating provision for children with additional needs relating to linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress
- meeting at least termly with each teacher to review the linguistic progress of children identified and establish next steps in learning
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EAL Co-ordinator network meetings and training as appropriate
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities

- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class Teacher

Liaising with the SENCO/EAL co-ordinator to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)

Securing good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:

In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO and EAL Coordinator will regularly attend local network meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care

Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school)

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENCO and or the EAL Co-ordinator, then, if unresolved, by the Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)