

*"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."*



Hilltop Infant School  
Inclusion Policy  
(Including Special Educational Needs  
and Gifted and Talented)

Ratified by the Governing Body October 2009

Signature David Harwood

Chair of Governors

Due for Review October 2010

*At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning.*

## **Inclusion**

Educational Inclusion is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of different groups of children.

We believe that all children have the right to learn together. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy aims to ensure that this happens for everyone who attends this school.

The success of the school's policy relies on school staff, governors and parents working together to achieve the aims.

## **Aims and Objectives**

### **Aims:**

- To be an inclusive school, enabling all children to have full access to all elements of school life
- To work together with parents and outside agencies
- To ensure that we challenge and extend all pupils through the work that we set and the experiences we provide
- To encourage children to think and work independently, generating their own learning
- To treat children from all groups with equal concern. These groups include:
  - Children with medical needs
  - Young carers
  - Children from families under stress
  - Refugee and Asylum seeker children.
  - Girls and boys;
  - Minority ethnic and faith groups;
  - Children for whom English is an additional language;
  - Children with special educational needs and disabilities;
  - Gifted and talented children;
  - Children who are at risk of disaffection or exclusion;
  - Children in public care;
  - Traveller children

### **Objectives**

- To successfully implement legislation related to The Code of Practice for Special Educational Needs
- To identify the roles and responsibilities of all those involved in the provision for children with special educational needs in line with the schools provision map
- To provide guidance and support for all school staff, governors, parents, carers and the wider community
- To meet the needs of children identified as having diverse special needs
- To arrange staff development activities to help staff to respond to pupil diversity

The Early Years, Foundation Stage and the National Curriculum are the starting points for planning a curriculum that meets the specific needs of individuals and groups of children. This is achieved through:

- Supporting and caring for the whole child, both socially and intellectually
- setting suitable learning challenges
- responding to children's diverse learning needs
- tracking the progress of children within the inclusion groups
- providing opportunities for children to develop specific skills or talents, liaising with other agencies where appropriate
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing opportunities for pupils to work at higher cognitive levels within a broad and rich curriculum

### **The Co-ordinator for Special Educational Needs**

Karen Mackenzie is the Special Educational Needs Co-ordinator (SENCO) and named 'responsible person' who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs and for liaising with outside agencies. The Code of Practice states that the Senco is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy,
- Co-ordinating provision for children with special educational needs,
- Liaising with and advising staff,
- Managing learning support assistants,
- Overseeing the records of all children with special educational needs,
- Ensuring that appropriate Individual Education Plans (IEPs) are in place,
- Liaising with parents of children with special educational needs,
- Contributing to the in-service training of staff,
- Liaising with external agencies including LEA's support and educational psychology services, health and social services and voluntary bodies.

### **The Inclusion Manager**

Mrs Kelly is the School's Inclusion Manager, she is responsible for:

- Identifying children who are within any of the recognised inclusion groups
- Identifying appropriate attainment and/or achievement targets for inclusion groups, including children on the Gifted and Talented register,
- Monitoring pupil standards and achievements against annual targets,
- Ensuring that relevant attainment targets are met for various inclusion groups, including children on the Gifted and Talented register,
- Identifying school improvement issues relating to inclusion
- Liaising with parents of children within the various inclusion groups
- Contributing to the in-service training of staff,
- Providing the headteacher with relevant information relating to inclusion

## **The Governing Body**

The Code of Practice states that the Governing Body must;

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs,
- Ensure that, there the 'responsible person' has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them,
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs,
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable or in the interests of co-ordinated special educational provision in the area as a whole,
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated,
- Report to parents in the school prospectus on the implementation of the school's policy for pupils with special educational needs.

In line with Section 317, Education Act 1996, the Governing Body of Hilltop Infant School:

- has regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs,
- ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

## **Link Governor**

Mrs Beauchamp is the Governor responsible for Special Educational Needs (SEN), Gifted and Talented (G and T) and Inclusion.

## **Admission Arrangements**

Admission arrangements are managed by LA for all pupils and can be seen on the website and in prospectus. Parents apply to the LA (Local Authority) for a place at the school. All applications for a place in September 2008 must be made by 3<sup>rd</sup> December 2007.

## **Arrangements for Inclusion**

All children and their parents are entitled to be treated with respect and to have their views taken into account. Arrangements for supporting pupils with diverse needs aims to protect and enhance the dignity of those involved. Inclusion is a process not a state and its success relies on all members of the school community having a shared philosophy and valuing all of the children equally.

The National Curriculum Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will consider these principles carefully when an application is made and in deciding if the placement is appropriate.

Our school aims to be an inclusive school. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

## **Identification and Assessment procedures**

### Inclusion

On entry to the school, parents and carers are asked to complete a simple questionnaire as well as ethnic monitoring paperwork. Individual meetings with teaching staff are also held and on-entry home visits are offered. Contact is made with previous settings, including other schools when pupils transfer mid-year. Liaison also occurs with other agencies on some occasions, these include: the Speech and Language service, Educational Psychology service and Occupational Therapy. All of this information is collated and helps us to identify children within the various inclusion groups.

### Special Educational Needs

Early identification is vital and children are visited in their pre-school setting to begin this process as the school does not receive any formal information about pre-school children unless they have been placed on Early Years Action or Early Years Action Plus. When staff have a concern that a child may have special educational needs, parents are consulted and given advice about strategies used within the classroom. Parents are encouraged to work with the class teacher to support the child at home. For many children, no further action will be required.

The following are used to help identify children who may have special educational needs:

- Information from parents and carers
- Performance of the child monitored by staff as part of ongoing observation and assessment;
- The outcome from assessments made when children start school;
- Progress against the objectives specified in the National Literacy and Numeracy strategies;
- Standardised screening or assessment tools

The teacher will plan to differentiate the curriculum for some children. At this pre-School Action stage parents will be invited to an informal meeting with the class teacher to discuss concerns and explain how the child is being helped at school and how parents can support at home. A school proforma will be completed and a copy sent to parents.

Where the teacher continues to be concerned about insufficient progress being made, the Senco will be consulted and following a review of the strategies currently being used, intervention through School Action will be considered based on the following criteria:

- The child makes little or no progress even when teaching approaches are targeted particularly in a child's area of weakness;
- The child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- The child presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- The child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- The child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The Senco and class teacher decide on the action needed to help the child to progress. Strategies employed are shared with parents and recorded within an IEP which will include information on short-term targets set for the child, teaching strategies to be used, the provision to be put in place, review arrangements, success criteria and outcomes. IEPs are reviewed at least twice a year and parents are invited to be involved in the review.

Despite receiving an individualised programme and additional support under School Action there may still be concern that the child:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy and mathematics skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme,
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service,
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Where the above is relevant, a child will be supported through School Action Plus and external support services provided by the LA and outside agencies will be called upon to offer advice and more specialist assessments which will assist with the target setting for the IEP.

### Gifted and Talented

There is no single measurement with which to identify gifted and talented pupils due to their individuality. In this school we use a combination of the following sources of information:

- Teacher observation and assessment
- Checklists or characteristics
- Testing, including Baseline assessments on entry
- Pupils' profiles using examples of outstanding work and insights from pupils
- Background knowledge from parents and past settings/teachers

Children will generally be working at levels well above those expected for their age group in one, or more, areas. We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

Once identified, the pupils are entered in our register of more and very able children which notes their particular abilities. This is kept centrally so that all teachers are aware of children's needs. Progress is reviewed regularly with the support of the co-ordinator.

Appendix A details the definition of Gifted and Talented

### **Access to the Curriculum**

#### Inclusion Groups

When planning their work, teachers take into account the abilities of all children. For children within certain inclusion groups, liaison would take place with relevant support agencies e.g. Traveller Support, the Ethnic Minority Achievement Service and Social Care. Strategies will

then be planned within individual classes and the achievement of these children monitored by Mrs Kelly.

### Special Educational Needs

Additional measures may be needed to allow children with Special Educational Needs to access the curriculum. For some children, the P levels are used to assist with this process. This enables some children with more severe needs to be planned for more appropriately and their progress to be monitored more effectively. When the attainment of a child falls significantly below the expected level for their age or stage, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Flexible groupings allow children's learning needs to be met in individual, small group or whole class contexts. Teaching Assistants liaise with class teachers regularly to evaluate, review and plan for the needs of individuals.

### Gifted and Talented

Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use guidance from a later stage to plan for the child, or extend the breadth of work within the area or areas for which the child shows particular aptitude. The following strategies will be applied as appropriate:

- Acceleration, enabling the pupil to move through the curriculum at a faster rate
- Setting by ability, so that gifted and talented pupils can, from time to time, work together with others of a similar ability; this may include working with older pupils where suitable
- Working with pupils of the same chronological age when not set, so that they are part of a normal peer group
- Withdrawal for individual support when necessary
- Special provision for exceptionally able pupils for specific teaching and mentoring

Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks. Gifted and Talented pupils are challenged within subject areas. Teachers' planning supports the provision of:

- Common activities that enable children to respond at their own level
- Enrichment activities that broaden or extend a child's learning in a specific skill or knowledge area
- An individual activity or task within a common theme that reflects a greater depth of understanding
- Opportunities for children to progress through their work at their own rate of learning

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in all activities in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully in all aspects of school life

### Children with disabilities

Teachers modify teaching and learning as appropriate. For example, they may give additional time and support to children with disabilities to complete certain activities or plan for a different outcome. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral and written work
- is adapted or offers alternative activities in those areas where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to the curriculum

The teacher uses assessment techniques that reflect the child's individual needs and abilities.

### **Facilities and Equipment**

Some children in our school need additional support and resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

When building projects have been carried out, the opportunity to improve access has been taken into account e.g. pathways have been raised to remove the need for ramps into all classrooms in the main building. The school has an Accessibility policy in place following a full audit of need. Five classrooms are fully accessible without the need for ramps. One toilet has been modified and is now fully accessible. Two toilets have support handles in the cubicles.

The school uses the LA special needs resource library and the Ethnic Minority Achievement Service (EMAS) for individuals and groups of children and advisory staff arrange for specialist equipment to be made or purchased where appropriate.

### **Allocation of Resources**

The Headteacher, who is also the SENCO, is responsible for the management of the specified and agreed resourcing for inclusion and special educational needs provision. The school's special needs budget is allocated by the local authority.

Approximately 10% of the school's budget share is allocated to classroom support (Teaching Assistants). The school is now starting to use provision mapping to monitor and assess the impact of provision within the school. Each class has a Teaching Assistant to provide additional support each day. Children are usually supported within the classroom but may be withdrawn if appropriate e.g. ELS (Early Literacy Support), group ERR (Early Reading Research) sessions, groups made up of children from different classes.

## **Partnership with Parents and Carers**

All parents are welcome in our school and are encouraged to take an active part in their child's education. The involvement of parents is crucial in all stages of deciding on and meeting a child's needs.

Information provided by parents is invaluable and an effective parent-school partnership will support the child in achieving targets set. The school makes every effort to take into account parents' circumstances and commitments when arranging a meeting and making suggestions as to how children may be helped at home.

Where the school is made aware of children with special needs before they start school a meeting is set up for parents, school staff, pre-school practitioners and all agencies involved in supporting the child. This provides an opportunity for parents to express their views and any concerns and everyone can discuss the needs of the child to assist with the development of a plan to make the transition to school as smooth as possible.

Parents are involved as soon as a teacher has a concern about a child's progress as with early intervention and effective partnership many issues can be satisfactorily resolved without the need to move to School Action. Parents are always invited to make an oral or written contribution at review meetings.

As a staff we have agreed that all parents will be informed about their child's progress and how this fits within year group expectations. They will not necessarily be informed of their child's inclusion on the Gifted and Talented register. We have taken this decision because, at Foundation Stage and Key Stage 1, progress is not always linear and we are keen to avoid unrealistic expectations.

## **Links with Other Settings**

Visits to feeder pre-school settings enable the school to observe children prior to them starting school. Some will already have been identified as having special educational needs but many have not had any formal identification and parents may not be aware of any concerns. The school is aware that this is a sensitive situation and needs to be addressed carefully.

Before the transition to junior school Year 2 and 3 teachers and Sencos from the Hilltop schools meet to discuss children's progress. All children have an opportunity to visit the junior school for a morning but some children benefit from additional visits with a Teaching Assistant. This also applies when children are transferring to other schools in the area.

Our named governor for special educational needs also carries out the same role at Beauchamps High School (the secondary school that most of our children will attend after the junior school). The Sencos from all Wickford schools meet periodically to liaise and monitor special educational provision.

Information about children on the Gifted and Talented register is also passed on to Key Stage 2 schools as is information about children in other inclusion groups.

## **Links with Other Agencies**

The school receives half-termly visits from the Educational Welfare Officer (EWO) to discuss issues and concerns.

Liaison with the Health Authority is usually via the school nurse. The school nurses are regular visitors to school, providing support to children and their families. Children no longer

have full medicals from a school doctor with parents present so the school may advise parents to access services via their own GP.

There are an increasing number of children requiring speech and language assessments and therapy but due to limited time available there may be waiting lists.

Colleagues from other agencies are always invited to submit progress reports and to attend annual reviews.

It is sometimes necessary to seek the support of Social Services and a Duty Officer provides telephone advice. Referrals may be made to the local team who are able to enlist the support of a number of other agencies e.g. Home Start.

The advice and support of other agencies is vital for the school to be able to encourage inclusion. Karen Mackenzie our SENCO is part of the steering group for Team Around the Child (TAC) working in Wickford. The Wickford based Team Around Schools, Children and Communities (TASCC) is also available to support the children in our school.

### **Specialist Support**

Where children have a statement or are on School Action or School Action Plus, other agencies may become involved. The LA special needs support service has a referral system which requires the school and the Educational Psychologist to make a referral to an independent panel. They may or may not decide that the school/pupil should receive additional advice, training or support.

Support from the Educational Psychologist is related to the number of children with a statement or on School Action Plus. Support includes training for teachers and Teaching Assistants, classroom observations, diagnosis and advice relating to reviews of IEPs. The school has admitted children with and without statements who have experienced a range of special needs. Specialist help has been provided by a number of agencies including Educational Psychologists, physiotherapists, occupational therapists, speech therapists, speech and language advisory staff, behaviour management support teams and advisory staff for physical and neurological impairment. Training has also been provided to enable school staff to support pupils with specific needs.

### **Disapplication and Modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through: Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **Training**

All staff and governors are encouraged to take part in training activities organised in-house or by outside agencies. They attend a range of courses, conferences and workshops. Involvement in The Healthy Schools Initiative and The Inclusion Project provides additional opportunities for training with other schools and agencies. Training is financed through Standards Fund grants.

## **Dealing with Complaints**

There is a statutory procedure established by the LA and adopted by the Governing Body to deal with complaints about the curriculum and general complaints. Details of the formal process are available from the school office.

## **Evaluating the success of the policy**

We aim to achieve educational inclusion by continually monitoring and reviewing what we do and through asking ourselves these key questions:

- Do all of our children achieve as much as they can?
- 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 staff using School Action and School Action Plus as set out in the policy?

The school's Accessibility Plan and Disability Equality Scheme also support this policy. A Special Educational Needs Policy was first developed by staff and governors and ratified in April 1995. It was subsequently reviewed and has been re-written in 2007 to take into account:

*The Education (Special Educational Needs) (Information) (England) Regulations 1999*  
*The Index for Inclusion CSIE (Centre for Studies on Inclusive Education) 2000*  
*Inclusive Schooling, Children with Special Educational Needs DfES/0774/2001*  
*Special Educational Needs Code of Practice DfES 581/2001*  
*Disability Discrimination Act 1995*

The school Senco and the Inclusion Manager, together with the Governing Body will be responsible for ensuring implementation and effectiveness of the policy.

K. Mackenzie- SENCO

Tricia Kelly- Inclusion Manager

Maggie Beauchamp- Governor with responsibility for SEN, Inclusion and Vulnerable Children

To be reviewed annually.

### **Definition of Special Educational Needs**

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

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 educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.”

The Special Educational Needs Code of Practice

### **Definition of Disability**

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1 (1) Disability Discrimination Act 1995

### **Definition of a Gifted and Talented Pupil**

Gifted refers to a child who has a broad range of achievement at a very high level.

Talented refers to a child who excels in one or more specific areas e.g. music, art

At Hilltop Infant School, we use the terms ‘more able’ and ‘very able’ for children who at a national level might be described as gifted or talented (the top 5-10%). Children may have a particular strength in one or more of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Creative or performing arts
- Psycho-motor ability
- Leadership qualities
- Advanced social skills

Pupils performing at an even higher level are termed ‘exceptionally able’ and will only account for a tiny minority of pupils capable of functioning at a level at least three years above their chronological age.