Inclusion for Achievement and Special Educational Needs Policy
Inclusion

Inclusion is about the removal of barriers that stand between a pupil making progress and about the quality of a child’s experience in school; how they are helped to learn, achieve and participate fully in the life of the school. We will work to support the inclusion of children in our community; we will co-operate with and act on the specialist advice of local authority and health services, working in multi-disciplinary teams to secure the best possible educational outcomes for pupils.

We believe that all children should feel a sense of belonging at Winton, that they will be valued for their contributions and have a strong sense of self-worth. We understand that pupil’s views and the views of their parents/carers should be sought on matters which affect them, and these views should be taken into account when planning their education for their futures.

Aims

To promote the participation and achievement of all learners- including pupils who are vulnerable and in the care of the local authority [Children Looked After – CLA] and in long term foster care; pupils who are subject to child protection plans [CP] and children in need plans [CIN]; pupils who have emotional and behavioural difficulties [BESD]; pupils who have Special Educational Needs and Disabilities [SEND]; pupils who are more able and identified as being ‘Gifted and Talented’ [G&T] and pupils who have English as an Additional Language [EAL]. We aim to identify and support members of any of these groups of pupils, along with our partners such as parents and other outside agency professionals in order that pupils meet their educational potential.

Objectives

- To make sure that children’s needs are identified and that they are helped to achieve their full potential.
- To shift the balance of provision towards early identification and intervention in order to help close down gaps in learning across time.

Definitions

**Special Educational Needs and Disabilities [SEND]**

A register of pupils with Special Educational Needs and Disabilities [SEND] will be kept and maintained by the Inclusion Leader and the definitions for SEND are as follows:

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 education authority.
c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

d) children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

Section 312 Education Act 1996

Gifted and Talented

A register of ‘Gifted and Talented’ (G+T) pupils will be kept and maintained by the Inclusion Leader and the definitions for GT are as follows:

- Any pupil performing well above their peers in any area and need to be sufficiently challenged to reach their full potential.

- A child is deemed to be ‘gifted’ if they are performing significantly above their peers in academic subjects (including maths, science, ICT, literacy, humanities, RE, MFL) or are particularly empathetic or show extraordinary maturity (citizenship or PSHE).

- A child is deemed to be ‘talented’ if they excel in any area of sport or the arts (art, DT, music, drama, dance, singing).

Identification and Provision

Pupils with a Special Educational Need or Disability

Children are identified as having SEND through termly ‘Pupil Progress’ meetings between class teachers and the senior leadership team, including the Assistant Head for Inclusion, the Deputy Head (Teaching and Learning), and the Headteacher. Teacher assessment, test assessment and observation data are used to help make accurate judgements about a pupil’s progress and to identify any additional educational needs. Early identification of SEND and prompt intervention to remove barriers to achievement are essential to raising attainment of these pupils. The ways in which pupils with SEND are identified and their needs determined and reviewed are outlined in the appendix A of the policy.

Inclusion on the SEND register is not fixed, but subject to termly review at pupil review meetings. A child may be included on the register for more than one area. A child with a special educational need should not be excluded from the G&T register if they fulfil any of the criteria. See Appendix A for identification and provision systems.

Pupils who are ‘Gifted or Talented’

Pupils with additional needs are identified through termly ‘Pupil Progress Meetings’ using latest assessment data and teacher assessment. Pupils who are referred to as being G+T are also identified through teacher observation based on presenting evidence and this will be agreed during the ‘Pupil Progress Meetings’. See Appendix D for G+T referral and advice.

Teacher planning should provide opportunities for pupils to be sufficiently challenged within lesson and particularly with the higher-level thinking skills of applying, analysing, evaluating and creating. Where possible, additional activities will be provided for pupils who are G+T, such as enrichment days at secondary schools and universities. Within the school, pupils who are G+T will be targeted with an
appropriate IEP that sets out their needs and how they will be met e.g. N.C Level 6 booster in maths etc.

Under no circumstances will SEND be considered a barrier to joining the school’s G+T register. Outstanding achievement at Winton is always measured in relation to the capabilities of the individual child. Pupils with SEND who are identified as talented in a particular area, yet underperforming academically, will also be set challenging and aspirational targets in order for them to fulfil their talent potential.

**Pupils who have EAL**

Children are identified as having EAL on entry to school though parent consultation and information sharing meetings. Where relevant and where possible, an interpreter will be provided by the school or the parent. Following this, teachers assess children’s language acquisition and progress in developing their skills as effective users of the English language both socially and for learning and achievement. At the end of the new arrivals first six weeks, a follow up meeting with parents and the pupil is held to review progress and any difficulties that may have arisen. This meeting will be organised between the class teacher and the Inclusion Leader.

Where appropriate to do so, children’s progress in acquiring proficiency in English is assessed using the Hilary Hester scale:

**Stage 1**  
New to English  
Newly arrived pupils with no or very little English

**Stage 2**  
Becoming familiar with English  
Primary aged pupils may be more proficient orally; are able to make themselves understood; still require sustained support for developing reading and writing.

**Stage 3**  
Becoming a confident user of English  
Able to participate in most classroom activities; may sound like a native speaker but may have difficulties with complex sentence constructions, academic registers, idiom and other cultural references.

**Stage 4**  
A fluent user of English in most social and learning contexts  
These pupils will demonstrate (near) native fluency and will continue to improve according to their age.

At Winton we have a high numbers of pupils who speak English as an additional language. We identify and support this group of learners in order for them to become proficient users of English both socially and academically. Teacher planning should target provision with a language rich and meaningful experience enhanced lessons, so children can acquire spoken and written English within the shortest possible time. Pupils will be targeted with interventions to support them including English language development, reading and phonics support.

When new arrivals come to Winton from overseas, we expect and will support parents to take all reasonable steps to learn English in a timely manner in order that they are able to support their children to make good progress and have increased access to the curriculum. In particular, reading and language development requires support from both the school and the home in the early stages (and beyond) of acquiring spoken English and academic language proficiency.
Early Intervention

*Winton Primary School* recognises the lasting benefits of early intervention as providing a sound foundation for future learning and development. It enables some pupils, to catch up with their classmates and for those who need support on a continuing basis it means help is available as early as possible, reducing the risk of long term under achievement and disaffection.

Raising Expectations and Achievement

We have high expectations for all our children at Winton. We believe that their achievements across the whole curriculum should always be recognised and celebrated. We provide a personalised education that brings out the best in every child, builds on their strengths, enables them to develop a love of learning and helps them to grow into confident, resilient and independent citizens, valued for the contribution they make. Helping children to achieve their full potential is fundamental to sustaining improvements in our schools performance and in our children’s futures.

Parents and Partnerships

We aim to work in partnership with all of our parents in order to build confidence and trust that we are providing the best possible education to each individual child. We also work within a framework of ‘integrated children’s services’, through which we continually build on our capacities to meet children’s needs within our school. We will work in partnership with Local Education Authorities, Children’s’ Social Care [social services], National Health Services [NHS] and other voluntary organisations in order to secure good educational outcomes for all pupils.

Roles and Responsibilities

It is the responsibility of all staff at Winton to consider ways to remove barriers to learning and raise attainment for all children. The Inclusion Leader [also holding the role of the SENCo] has responsibility for overseeing the day to day operation of the schools SEND procedures; responsibility for the implementation of the AG&T procedures and responsibility for implementation of EAL procedures within the school.

A comprehensive outline of roles and responsibilities regarding inclusion can be found in Appendix B of this policy.

Admissions

We do have a number of pupils with specific physical difficulties and welcome these children to our school community, making appropriate provision for their needs. However, we are currently not in a position to offer places to children with significant mobility difficulties as we cannot provide wheelchair access throughout the school, which sits over two floors.

Secondary Transfer for Pupils with SEND, G+T and other Additional Needs

When a pupil has a SEND, are G+T or have other additional needs, the school will:

- advise parents on secondary school options
- attend the secondary transfer meeting to share information
- visit secondary schools with children where necessary
forward all records to secondary schools.

Attendance

Excellent attendance at school is vital in securing positive educational outcomes for all pupils. Where a pupil’s attendance falls below ‘good’, regardless of whether or not they have any additional educational needs [AEN], will be referred to the Education Welfare Service. The Education Welfare Service have powers to give parents ‘Penalty Fines’ for not ensuring that their child is in school.

Poor attendance is a major barrier and factor contributing to poor educational outcomes and as such, any provision and interventions made for pupils with SEND or any other additional need will only be made where a pupil’s attendance is good or excellent. Some local authorities are currently considering removing ‘Statements of Special Educational Needs’ from pupils whose attendance is not considered to be good or excellent. Attendance must be ruled out by the school when attempting to judge whether a pupil’s progress is due to SEND/AEN or due to poor attendance that have caused significant gaps in pupils learning.

Team Around the Child [TAC]

A Team around the Child [TAC] meeting may be held to discuss one particular child for whom many interventions may not be working or where there may be safeguarding concerns for the child. Professionals involved with the pupil and their families will be invited to TAC meetings to help everyone to work together to help the child to achieve positive social and educational outcomes.

Complaints

Where there is a complaint relating to the inclusion of a pupil within the school, parents are encouraged to discuss their concerns with the Inclusion Leader. In the unlikely event of continued dissatisfaction with provision or inclusion issues, the headteacher will be consulted and if necessary a complaint can be made in according with the school’s complaints procedure.
Appendix A - SEND Identification and Provision

(NB: Due to be updated in Autumn 2016. The basic procedure remains the same, however the content requires updating to reflect the terms of reference of the new SEN code of practice).

When a pupil is initially identified as having SEND a ‘Record of Concern’ form [see below] will be completed by the class teacher and discussed with the SENCo. The class teacher will compare the achievement, progress and behaviour of the pupil causing concern with that of the rest of the class and with expected levels of achievement for their age and year group. If there is a clear and significant difference, this will be deemed a case for school intervention. Parents and carers will be involved in discussions from the outset and a mutual decision will be made to put the special needs process into action through the provision of additional intervention, at School Action.

The SEN code of Practice indicates the following triggers for School Action where a pupil:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child’s identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Once the decision has been made to place a child on the SEND register at School Action, the SENCo will take the lead on acquiring all relevant information to complete assessments, plan for the future of the child and monitor and review the action the school has decided to take. When it has been decided what appropriate School Action will be taken, an IEP be drawn up if deemed useful for the child. If not, the targets will be written in pupils normal ‘target cards’ in class and progress will still be reviewed, monitored and shared with the pupils, their parents, the class teacher, the SENCo and all support staff. The decision to write an IEP will be made by the teacher and the SENCo. A record of additional support will be kept by support staff, teachers and the SENCo in any case.

Individual Education Plans and Group Education Plans

An IEP or GEP will contain:

- Short term targets for the child that are SMART [Specific, Measurable, Achievable, Realistic, Timely]
- Teaching strategies to be deployed
- Description of the provision to be put in place
- The expected outcome of the action to be taken
- When the plan is to be reviewed
- Success and/or exit criteria.

The SENCo will decide on whether or not to draw up an IEP plan or a GEP to meet the needs of individual pupils or groups of pupils. The decision to draw up a plan will also depend upon where and how the child’s needs will be met. All IEPs and GEPs will be drawn up by the class teacher and in consultation with the SENCo. In either case, all pupils should have targets designed to help them to make progress and these may be recorded in their class ‘target cards’.
The IEP or GEP should only record targets that are additional to or different from the differentiated curriculum which is already in place for all children. After the initial IEP or GEP has been drawn up, it will be reviewed and amended termly and one week before the termly ‘Pupil Progress’ meeting.

If after a prolonged period of time the pupil is not making satisfactory progress the school may consider moving on to the next phase, School Action Plus.

The SEN code of Practice indicates the following triggers for School Action Plus when a pupil:

- Continues to make little or no progress in specific areas over a long period of time
- Continues to work at national curriculum levels substantially below those expected of children of a similar age
- Continues to have difficulty developing literacy and numeracy skills
- Has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individual behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

School Action Plus is the time when the SENCo calls in the aid of external agencies to work with both the school and the parents to support the pupil. The external services should advise teachers about IEP’s strategies and resources that are available for the child. They should also advise parents on what they may do to help their child make progress. External agencies may also provide an assessment of the pupils needs to help the school identify further provision that would help to support the pupils needs. Working with parents in partnerships is essential to pupils making good progress and consent must be given from parents before any additional provision can be made.

The range of School Action Plus support at Winton includes:

- Educational Psychology Service
- Education Welfare Service
- Primary Pupil Referral Outreach Team for pupils with ‘Challenging Behaviour’
- Hearing impairment services and outreach from specialist schools and agencies
- Vision impairment services and outreach from specialist schools and agencies
- Speech and Language Service (SALT)
- Clinical psychologists
- Child psychiatrists
- Occupational therapists
- Physiotherapists
- Paediatricians
- Art/Drama/Play Therapy from Kids Company
- Weekend and after school mentoring from Kids Company
- Children’s Social Care [Social Services]
- Additional services for specific children (bereavement, counselling, Chance UK and Friendship Works)
- Additional services for parents including The Parent House.

For a very small minority of children, progress through School Action Plus may not provide adequate or appropriate support. If this is the case after consultation with the headteacher, parents, class teacher and outside agencies the SENCo will make a request to the Local Education Authority (LEA) for Statutory Assessment. If the request for statutory assessment is successful and the LEA deems the
child’s needs to be substantial the child may be issued with a Statement of Special Educational Needs.

The Statement will describe in detail the needs of the child and outline long term targets to help the child make progress. The statement will be reviewed annually during a meeting called an ‘Annual Review’ whereby the pupil, parents and all professionals involved review the statement and targets set and the progress made by the pupil. It is at this point that recommendations for further actions or for a change to the statement can be made.

In order for a Statement to be requested, a Common Assessment Framework [CAF] must be completed by a person who has been identified as the ‘Lead Professional’ [LP]. The LP should be chosen by the family of the pupil with SEND and it will depend on the child’s needs as to whom will be named as the LP. For example, if a child has a significant disability that is complicated by severe medical needs, the most appropriate LP could be a health professional working within the NHS. This all depends on the needs of the pupil and quite often the LP is the Inclusion Lead within the school. It is important to note that statements cannot be requested in Islington by schools or families without a CAF in place.

*It is the responsibility of all people involved in the development of any child with SEND to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the special needs register to reach their potential.*
Appendix B - SEND Roles and Responsibilities

The Role of the SENCo:

- Overseeing the day to day operation of the schools SEND policy
- Monitoring the progress of pupils with SEND, EAL and any other AEN
- Liaising with and advising fellow teachers
- Leading, manage and deploy Teaching Assistants [TAs]
- Co-ordinating provision for children with SEND
- Overseeing the records of all children with SEND
- Liaising with the parents of children with SEND
- Contributing to the in-service training of all staff
- Ensuring that all relevant people (including the child) are aware of the child’s targets
- Liaising with external agencies, including the Educational Psychology Service, Speech and Language Therapy Service, Primary PRU outreach service, NHS Medical Services, NHS Child and Adolescent Mental Health Services, Education Welfare Services, Children’s Social Care Services [Social Services] and any other support agencies including voluntary services.

The class teacher is responsible for:

- Differentiating the curriculum to meet the needs of all pupils within their class
- Initial identification of a pupils SEN through classroom observation and on-going assessment
- Informing SENCo of concerns and supplying relevant information regarding children with SEN on an on-going basis
- Attending IEP and review meetings and meetings with outside agencies where relevant
- Contributing to the IEP and organise curriculum planning, class groupings and all available resources including TAs to support the pupil in reaching their targets.

The parent is responsible for:

- Participating in their child’s efforts to meet the targets.
- Giving support and encouragement to their child at home.
- Informing the class teacher and/or SENCo about any relevant information including information about the child’s health, development and behaviour at home.
- Ensuring their child is adequately nourished and clothed and gets enough sleep and rest to allow them to succeed at school.
- Ensuring that their child is in school every day and on time.

Pupils should be aware that they have been identified as having particular areas of need and targets must be shared with the child if they are expected to achieve them.

*It is the responsibility of all people involved in the development of any child with SEND, to have high expectations and to take all reasonable actions to remove barriers to achievement so that they may reach their full potential.*
Appendix C - Initial Record of Concern Form - To be completed by class teacher and returned to Inclusion Leader.

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>Teacher</td>
</tr>
<tr>
<td>Male/Female</td>
<td>Home language</td>
</tr>
</tbody>
</table>

Please indicate under which area you feel that the child has Special Educational needs and briefly outline the evidence and strategies tried.

**Cognition and learning**
- General Learning Difficulties
- Specific Learning Difficulties

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Strategies tried</th>
</tr>
</thead>
</table>

**Communication and Interaction Difficulties**
- Speech and Language Difficulties
- Autistic Spectrum Disorders

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Strategies tried</th>
</tr>
</thead>
</table>

**Sensory and Physical Difficulties**
- Hearing difficulties
- Visual Impairment
- Physical and medical Difficulties

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Strategies tried</th>
</tr>
</thead>
</table>

**Behavioural, Social and Emotional Difficulties**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Strategies tried</th>
</tr>
</thead>
</table>

List any medical problems or concerns (including hearing and vision impairment)

Are the parents aware of your concerns? If so what are their views?

Parents Signature:

Form Completed by: Date:

SENCo Comment

Appendix D - Initial Referral for G+T - To be completed by class teacher and returned to Inclusion Leader.
Please indicate under which area you feel that the child is ‘Gifted or Talented’ and outline presenting evidence.

<table>
<thead>
<tr>
<th>Gifted</th>
<th>Area</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. capable of excelling academically in one or more subject such as English, Maths, Drama or Technology.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talented</th>
<th>Area</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. excel in practical skills such as sport, leadership or artistic performance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G+T Pupils may demonstrate the following:
- show a passion for particular subjects and seek to pursue them;
- master the rules of a domain easily and transfer their insights to new problems;
- analyse their own behaviour and hence use a greater range of learning strategies than others (self regulation);
- make connections between past and present learning;
- work at a level beyond that expected for their years;
- show intellectual maturity and enjoy engaging in depth with subject material;
- Actively and enthusiastically engage in debate and discussion on a particular subject; and produce original and creative responses to common problems.

List any medical problems/concerns

Are the parents aware of their child’s additional needs? If so what are their views?

Parents Signature:

Form Completed by:  Date:

SENCo Comment