



# Inclusion Policy and Procedures

## 2016

## Procedures for Inclusion

*These policies should be read in conjunction with the Equality Policy, Teaching and Learning Policy and Behaviour Policy.*

Each child is unique and at a REAch2 Academy we aim to offer an outstanding and inclusive learning environment.

We develop a culture where all members of staff and all pupils feel accepted, encouraged and motivated regardless of their background and abilities. We want to offer all our pupils opportunities for emotional, social and educational development. A creative, differentiated and interesting curriculum coupled with skilled and motivated staff help to contribute to a philosophy of accomplishment and achievement.

We have high expectations of *all* children; we look for ways to support them as individuals, preparing them for a successful, fulfilling future.

By looking at academic progress across the school, we can identify different groups of learners, including 'gifted and talented' children, children for whom English is an additional language, vulnerable children and those with specific educational needs. We can then design targeted support that minimises barriers to learning and extends and challenges pupils according to their ability.

## Policy for Pupils with English as an Additional Language (EAL)

### **Introduction**

This policy outlines our school's aims and strategies to ensure all EAL pupils fulfil their potential. This policy covers the key areas of:

- Ethos
- Curriculum
- Assessment
- Specific support for New Arrivals

(Refer to school Equality Policy for whole school approach including education against racism)

### **Ethos:**

At REAch2 we are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL). We maintain an extremely positive school ethos through the following:

- Displays around the school that reflect and celebrate the multi-cultural and multi-lingual nature of both school and society. These include:
  - Good Morning Project (see appendix 1- 'The Good Morning Project')
  - Multi-lingual signs and labels
  - Photos of whole school events such as International Evening
  - Photos of positive role models from a range of cultures
  - Examples of pupils work
- Displays within the classroom reflect and celebrate the multi-cultural and multi-lingual nature of the class, school and society and support the learning of pupils learning EAL and include:
  - Displays/ resources depicting pupils' family heritage
  - Multi-lingual labels/signs, with pictures, using the main languages spoken in the class and /or the language of children who are new to English
  - Visual timetable

### **Curriculum:**

*All teaching staff:*

- have the responsibility to provide the highest quality first teaching and learning opportunities for all pupils (as outlined in the Teaching and Learning policy)
- identify and teach key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- provide enhanced opportunities for speaking, listening and drama and highlight these in yellow on literacy and numeracy plans
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- provide additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary
- make use of a range of ICT activities
- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- group children strategically for different activities
- ensure, where possible, learning progression moves from the concrete to the abstract (younger children and early speakers of English learn a new concept in a practical 'hands on' (concrete) way. As a child becomes older, more advanced

and/or is exposed to English for longer they should be able to apply concepts in a more abstract way e.g. with pencil and paper)

- provide scaffolding for language and learning, e.g. talk frames, writing frames
- provide a variety of ways for pupils to record their work, including recording in their first/ home language
- provide dual- language books and dictionaries
- ensure cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families.

### **Assessment**

- All pupils, including those learning EAL are assessed according to the whole school Assessment policy (see Assessment policy).
- If a pupil is below national curriculum level 1 in reading and/ or writing, s/he is assessed using 'A language in Common'. Their level (Step 1, Step 2 or level 1 threshold) is recorded on the tracking grids using Wauton Samuel (WS).
- Pupils who are new to the school and new to English will receive an initial assessment within the first 6 weeks of their arrival at a REAch2 Academy (see Appendix 2- New Arrivals Procedures).
- Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- Interventions are provided for pupils identified as requiring additional support following data analysis staff meetings. These are included on the provision map.

### **New Arrivals/Pupils who are new to English**

Clear procedures have been outlined to support newly arrived pupils including those who are at an early stage of English language acquisition (see appendix 2- New Arrivals Procedures).

**NB:** Pupils with **S**pecial Educational Needs (SEN) and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.  
If EAL pupils are identified as Gifted and Talented, they have equal access to the school's provision.

### **Resources**

Resources to support pupils learning English as an additional language can be found in the staffroom. There is also a folder on master on server: M:\Resources\Inclusion\EMAS

## Policy for Gifted & Talented Pupils

To be read in conjunction with the following core policies: Teaching & learning, Assessment, Inclusion (SEN and EAL), Health and Safety, The Curriculum Framework and the Home-School Agreement.

### **Introduction**

REAch2 recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school.

### **Definition**

Children are defined as gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- creative and performing arts
- psychomotor ability

### **Gifted Children**

Gifted children are those who possess a high level of academic ability (potentially or demonstrably) in one or more subject areas.

### **Talented Children**

Talented Children show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination, or highly developed social skills will also be acknowledged.

### **Aims**

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To stimulate children through extracurricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through 'The Quality Standards.'

### **Identification**

Identification is used to ensure effective and suitable provision is made for the more able child. Needs identification should inform planning. This will ensure that the appropriate pace, rigour and challenge needed for their children to progress.

A variety of methods will be used to identify gifted and talented children:-

- teacher observation, assessment and nomination
- background knowledge of the child by parents and previous schools

- the expertise of the co-ordinator in supporting the judgement of the teacher

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify and provide for the most able.

### **Classwork**

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

### **Extra-Curricular Activities**

REAch2 will provide opportunities for G&T children by providing:

1. Club activities – curriculum subjects, plus enterprise and robotics.
2. Activity days and Master classes. These may be organised by the school or may be run by other organisations.
3. Day visits. Competitions e.g. stock exchange/sports events.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
5. A broad, creative curriculum, giving children a chance to thrive.

### **Co-ordinating and monitoring**

The monitoring of Gifted and Talented children will be the responsibility of the class teacher however the following people can support this through regular reviews:

1. Headteacher/Deputy
2. Gifted and Talented Co-ordinator/Leading Teacher
3. Teaching Assistants
4. Governor with responsibility for Gifted & Talented Children.

### **REVIEW AND DEVELOPMENT**

Each year the school will draw up a register of able children in each year group. The G&T coordinator with help from fellow staff will keep this list under review.

### **Partnership**

Parents are notified if their child is on the gifted and talented register and together with teachers they will work together for the needs of the gifted and talented child.

### **Resources**

A Resource bank will be developed, and will include:-

- Materials for both staff and children to use which will be kept in the Gifted and Talented Co-ordinator's classroom
- Websites & Useful contacts
- Assessment and Identification guidance

## **Policy for Special Educational Needs**

## Principles and Aims

REAch2 Academy Trust is duty-bound to fulfil statutory standards outlined by the Special Educational Needs (SEN) and Code of Practice (DFES, 2001). The fundamental principles of the Code form a framework for professional practice in our school: it is our responsibility to seek the views of a child with SEN, assess the needs of that child, do our utmost to meet those needs and offer an education which is balanced and broad and fully accessible to them. We will always seek ways to implement best practice and promote close co-operation between agencies and professionals.

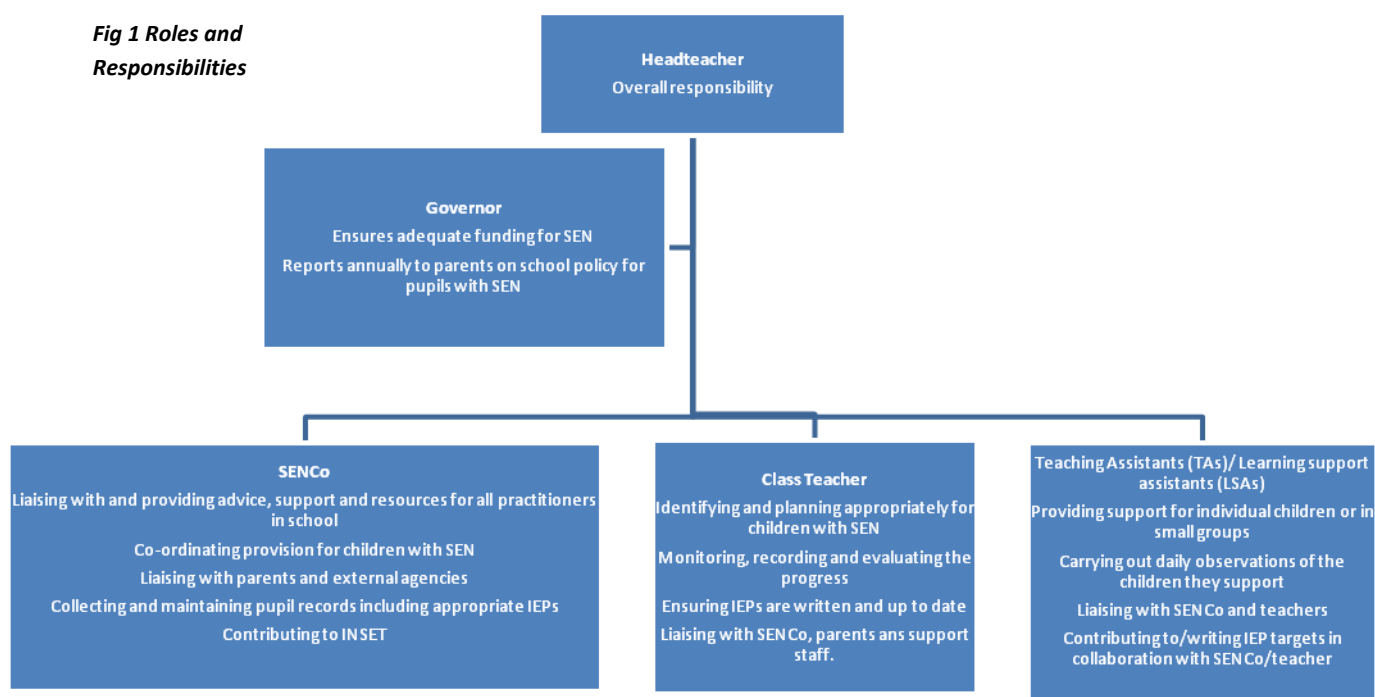
## Roles and Responsibilities

Our policy is a collaborative whole school policy. The Headteacher has overall responsibility for SEN provision within the school. A SEN co-ordinator (SENCo) is a member of the senior leadership team and is responsible for the day to day operation of this policy. Class teachers are responsible for meeting the individual needs of SEN children in the classroom and they are supported in each classroom by Teaching Assistants and in some cases Learning Support Assistants.

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*An example of where responsibilities would lie in a REAch2 Academy*

**Fig 1 Roles and Responsibilities**



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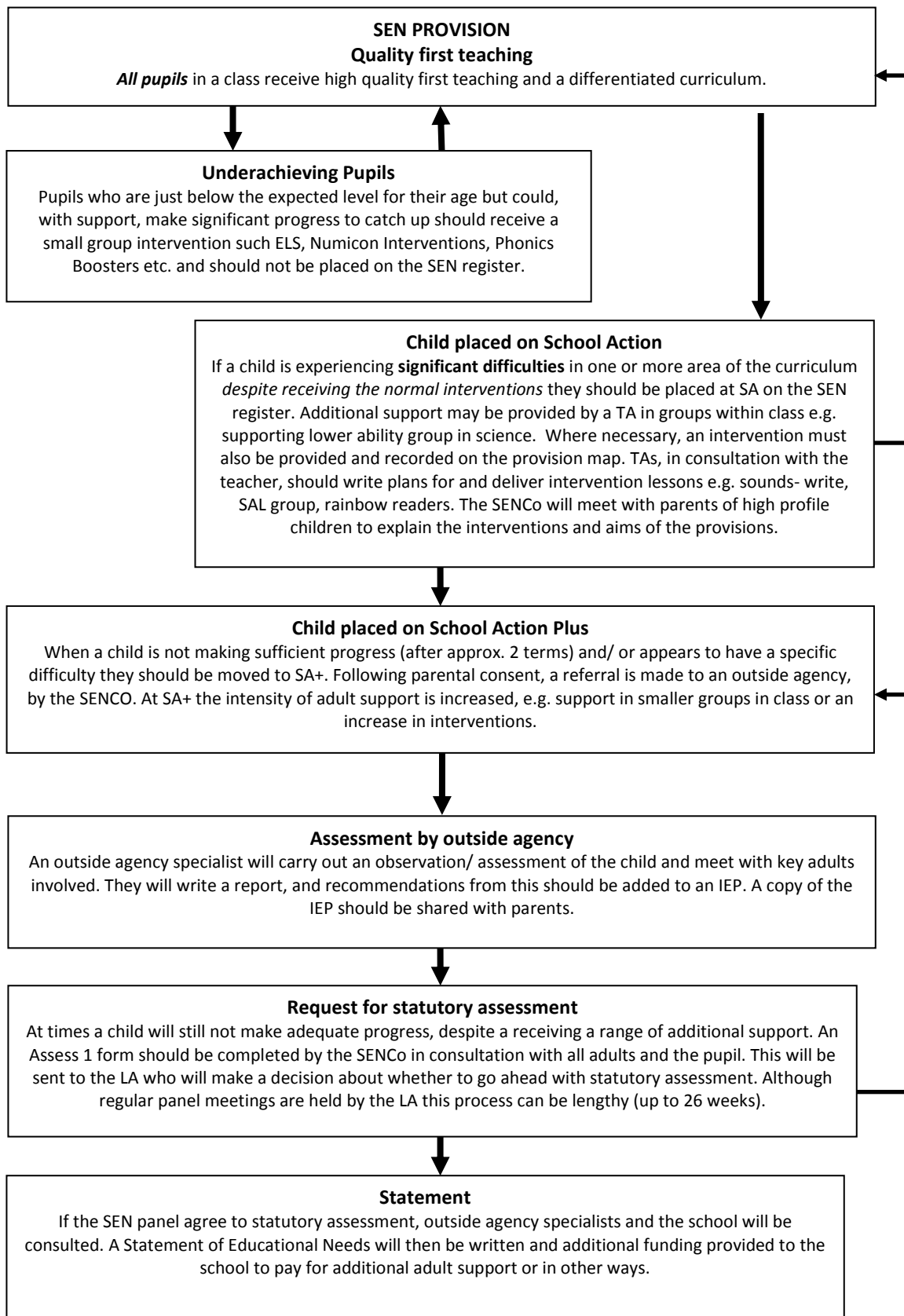
## Identification, Assessment and Provision

As instructed in the Code and section 312 of the 1996 Education Act, REAch2 identifies children as having special educational needs 'if they have a learning

difficulty which calls for special educational provision to be made for them.'(DFES, 2001; 6) Special educational provision is to be understood as that which is 'additional to, or otherwise different from, the educational provision' (DFES, 2001; 6) made for children of their age in their area.

It is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all pupils. Recognising too that children learn in different ways and may develop at different rates, REAch2 Academy Trust adopts a graduated response to SEN, illustrated schematically in the diagram below.





REAch2 has a wide range of strategies in place to meet a child's special educational requirements. Teachers and support staff look carefully and regularly at environmental factors such as classroom organisation, at resources such as teaching materials, at teaching styles and differentiation so that the child is enabled to learn effectively.

### **Stage 1 – Pupil Progress**

All pupils receive 'Quality First Teaching' and a differentiated curriculum to meet the variety of needs within the classroom. This means that the teachers at REAch2 adapt and vary their teaching to meet all of the different learning styles and needs in the classroom. In addition to this individual and group interventions provide extra support to those children who may need a more specific and targeted approach. The class teachers all use a Provision Map which is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENCO to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child's learning and progress.

Regular Pupil Progress Meetings involving the SLT, SENCO and class teacher monitor and review class data and Provision Maps. These meetings involve a collaborative discussion about the progress in the class identifying any children that are not making the expected progress. Actions are then put in place to support these children ensuring that they reach their full potential and they are getting the necessary provision and support.

If a child is not making expected progress, despite interventions and quality first teaching, it is important that they receive additional help. The class teacher will meet with the SENCo and parents and it might be agreed that a child is placed on the Special Educational Needs Register at one of two stages:

### **School Action**

A pupil will receive interventions designed by the class teacher, the teaching assistant and the SENCo as necessary. This is recorded on a provision map and this information is shared with parents or carers. Regular discussions on the child's progress and response to the interventions are important so that any needed changes can be made quickly to ensure the interventions are most effective; it's imperative to gather the views of the child as well to make sure they are benefiting from the sessions. Interventions are wide-ranging, creative and enjoyable and we try to incorporate ICT in as many interventions as possible. They could include numeracy and literacy booster classes in small groups or on an individual basis.

### **School Action Plus +**

If a child continues to make little or no progress at School Action stage, parents are consulted and, with their consent, the SENCo will contact outside agencies provided by the Local Authority (LA) (but funded by the Academy) through the Common Assessment Framework (CAF).

Outside agencies include specialists such as Educational Psychologists (EP), Specific Learning Difficulties Team (SpLD), Speech and Language Therapy Service (SALT), Communication and Interaction Team (CIT), Autistic Spectrum Disorder

Outreach (ASD outreach), Emotional and Behavioural Difficulties Team (EBD support).

This places the child at Early Years School Action Plus in the Foundation Stage and School Action Plus at KS1 and KS2. The professionals consulted will provide strategies to support a child in the classroom setting. These strategies and others designed by the class teacher are recorded on the Provision Map and are closely monitored for effectiveness.

### **Statutory Assessment**

At times a child makes little or no progress despite receiving a high level of interventions and support and an application is made to the Local Authority (LA) for a Statutory Assessment. If the request is accepted the LA will seek further specialist, professional advice, and gather the views of parents. On the basis of this multi-disciplinary assessment the LA decides whether or not to issue a Statement of Educational Needs and release funds to the school in order for them to implement the level of support needed. This is usually in the form of employing a learning support assistant to work with that child and purchasing any specialist equipment or resources.

As part of the monitoring of Special Educational Needs, statements are reviewed annually by the SENCo, parents and other professionals involved ensuring the needs of the child are being met by the school.

### **Transition arrangements**

Before a pupil starts at a REAch2 Academy, the Nursery or Reception teacher and the Family Liaison Officer conduct home visits and any special concerns about particular needs will be brought to the attention of the SENCo through a Record of Concern form. REAch2 has developed good relationships with feeder nursery schools and relevant information is shared prior to transition so that appropriate adjustments can be made. When children join a REAch2 Academy from another school, the Family Liaison Officer gathers relevant details about SEN from the parents and the previous school. Where necessary the SENCo will arrange meetings with the parents and class teachers to ensure a smooth transition.

Children transferring from a REAch2 Academy to a new school will have their SEN records sent on. The SENCo will also discuss these children with other schools on request. At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEN records sent. When children with SEN move from one year level to the next information is shared between current teachers and the next at a Roll Over day in the Summer term. The SENCo will also arrange meetings with class teachers to discuss children on the SEN register early on in the new Autumn term.

### **Working in partnership with parents and carers**

At REAch2 we want parents to be confident in our commitment to our pupils. Parents and Carers are best placed to inform teachers about what the needs of a child are at home and a close relationship between home and school is extremely important to us. We want to promote honest and open communication with parents and other adults in a child's life and we want to make ourselves available to listen to concerns

that parents and carers might have. If problems do arise, we can deal with them more quickly if we have built up strong relationships. If extra support is needed by a family, we can sign-post to other agencies such as the Parent Partnership Service.

### **Staff Development and INSET**

Continued Professional Development (CPD) and training for staff is essential. We look for ways to use the skills and specialities of teachers and teaching assistants and share best practice through weekly staff meetings and training sessions. REAch2 prides itself on developing staff knowledge but will readily utilise external professionals to provide expert services if a pupil requires it. Teachers are encouraged to access the specialist knowledge of the SENCo who helps to translate current strategies into the classroom.

### **Specialist provision**

REAch2 is developing a specialism in Speech, Language and Communication Needs (SLCN) and has a resourced provision for 16 pupils with this type of SEN. It does not operate as a separate unit and the pupils who access the provision are seen to be very much a part of the mainstream body of the school. The school has regular access to speech and language therapy which benefits all pupils in the school with SLCN. The aims for the children in the Speech and Language Class are:

- Access to a full, rich and relevant curriculum;
- Opportunities to develop socially and intellectually so that they can enjoy being a full member of the same communities as everybody else;
- Specialist support through teaching and therapy to help them overcome their difficulties

### **School Admissions and SEN**

The school's admissions policy is in line with that of the LA. Priority is given to children who live near the school and have siblings already attending for entry to Reception. Children with SEN but without a statement are treated as fairly as all other applicants and are assessed on admission. The school also uses information available from the child's previous school in the assessment process.

### **Complaints procedure**

We welcome feedback from parents, including complaints. However if a parent is unhappy they should initially speak to the class teacher. If the issue is not resolved they can speak to the SENCo and/ or the Headteacher. It is hoped that a solution would be reached between the school and the parents but if a problem still exists parents may seek the advice of the SEN governor and if a child is statemented, the Local Authority. Parents may also be signposted to the local Parent Partnership Service. As a last resort parents have the right to go to an independent SEN tribunal.