

# Broughton Primary School



## Additional Needs and Inclusion Policy

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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Human Rights Act 1998
- Education Act 2002
- Gender Recognition Act 2004
- Equality Act 2010
- We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We value each child as a unique individual and we work hard to meet the needs of all our children.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Additional Learning Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

For the benefit of all pupils we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social worker.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To provide places for all pupils who have expressed a preference to join this school.
- To give all pupils regardless of their age, special educational needs, ethnicity, attainment and background the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To enhance each child's self-esteem and confidence.
- To encourage a willingness to learn
- To endeavor to make the learning environment as effective as possible for each child.
- To share good practice within the school and with other schools.

### **Objectives**

All pupils including those with additional Learning needs:

- To be literate
- To be numerate
- To have a wide range of communication skills
- To develop social skills to enable children to work and play together
- To become independent learners
- To benefit from suitable resources and appropriate technology to support their area of need.
- To have a positive attitude towards themselves, their peers and staff at the school.

### **Objectives**

All pupils are entitled to a broad and balanced curriculum and all pupils are fully integrated into the school. Pupils with particular difficulties are supported in specific ways in order that their individual needs are met.

Children with additional educational needs are supported first and foremost by their class teacher using person-centred planning approaches, preparing differentiated work and individual resources. This ensures they have maximum access to the curriculum - using modified tasks, use of specific resources, and/or multi-sensory strategies. Pupils identified with additional learning needs may also receive small group or individual teaching sessions which follow phonic, spelling or reading programs e.g Direct phonics, PAT's, paired spelling, priority reading. Where pupils with significant additional learning needs are identified, further assessments are requested from external agencies and/or educational psychologists.

Pupils with identified Service level agreements or statements will have annual reviews held jointly with school staff, parents and external agencies.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for Additional Learning Needs and Inclusion;

- delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
  - Disability and Accessibility policy
  - Equal Opportunities Policy
- responsibility for monitoring the educational achievement of all the above groups;
- responsibility for ensuring that the statutory responsibilities of the ALNco are met;
- the task of ensuring the composition of the school personnel and that of the governors reflects groups within the local community;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor on the first meeting of the academic year to:
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;

## Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard to create a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensure the inclusion of pupils, school personnel, parents and the local community;
- work closely with the coordinator for Inclusion and the nominated governor;
- work closely with the ALNco;
  - to ensure that:
    - an effective pupil tracking system is in place
    - individual pupil needs are identified early and that strategies are put in place to address them
- ensure good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - ensuring pupils are set challenging targets

- analysing data to see if pupils from all groups are achieving their full potential
  - examining the number of pupils who have been excluded
  - analysing attendance data
  - analysing numbers of pupils from different groups who are gifted and talented
- Report to the Governing Body on the success and development of this policy on an annual basis.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated Governor;
- co-ordinate provision for pupils with additional needs.
- Maintain the school's additional needs register and oversee the review of pupil's IEP's.
- Liaise with parents, pupils and external agencies to support pupils' needs.
- work closely with the class teacher to track pupil progress of all groups by ensuring pupils:
  - are making the expected level of progress
  - are set challenging targets
  - are supported to achieve their targets
- assess the level of English of all new arrivals;
- provide the necessary support for all new arrivals;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- consider Inclusion being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy.

### **Role of School Personnel**

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;
- use a variety of teaching styles to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;

- assist in the monitoring and tracking of pupils;
- work closely with the ALNco and outside agencies;
- devise and monitor:
  - individual education/behaviour plans
  - pastoral support programmes
  - one page profiles
  
- ensure special educational needs pupils have the correct support they require to address their specific needs;
- ensure disabled pupils take a full part in all school activities both on and off the school site;
- ensure pupils with behavioural needs have their own pastoral support programme;
- ensure pupils with English as an additional language access the necessary support from the EAL advisory teacher;
- ensure early intervention programmes support pupils eligible for free school meals;
- ensure pupils who are gifted and talented are identified and that their needs are met;
- ensure the needs of all new arrivals are identified and the appropriate support is allocated.

### **Role of Pupils**

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to support and attend review meetings with school staff and external agencies;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### **Code of Practice**

The current code of practice 2002 has three stages:

#### **1) school action**

When a concern about a child's progress is registered, initially the child will be monitored by the class teacher, at class action and the individual needs will be addressed by the class teacher through suitable classroom strategies and appropriate differentiation. Individual targets are set and monitored to assess any progress made. Parents are involved in discussions about the difficulties/concerns and their support enlisted. The child's name is put on the ALN register for monitoring only. The pupil is monitored over two terms or the review of two IEP's and the next course of action is planned. If after the monitoring period the pupil is still having difficulties and is in need of a more specific programme, then the child will move to School Action. An IEP will be put in place. The IEP is reviewed twice a year, however updates to the IEP may occur more frequently eg updating targeted word lists, spelling patterns.

#### **2) School Action Plus**

As at the previous stage, the key element of support for pupils with additional educational needs at this point is the review of their individual education plan. This may involve a change in the nature of the support

being provided by the school and will certainly include very detailed and measurable targets for improvement. Specific resources will be targeted at the pupil and parents will be encouraged to support their child at home with individually tailored tasks e.g. a structure reading program, phonic or spelling activities, mental math's problems etc. It is at this stage that advice is sought from the External agencies, the Educational Psychologist or any other additional specialist service to enhance the provision being made by the school. Any recommendations will be noted and included/read in conjunction with the IEP, which is followed by all the staff involved with that child. After two review periods a decision is made regarding the next action to be taken - whether to return to the previous stage, to continue at the current stage or to move onto the next stage in the process.

The process for requesting funding for any additional support from county must demonstrate that the school has followed a graduated response and all resources within the school have been used to address needs. To make any requests to moderation, the school must demonstrate that the child has a significant level of difficulty and has sought advice from external agencies. It must also show that it has made appropriate provision for the child but that he or she has not made expected progress.

If all of these previous stages have been implemented at school and the pupil has had a considerable amount of support from within the school's resources, with specific IEP's designed to tackle problem areas and the advice of external agencies and Educational Psychologist implemented, but yet there is still concern about their progress, then the school can request a statutory assessment by the LEA. It is the responsibility of the school to provide the LEA with all of the information about the child being referred and give detailed evidence of how the pupil has been supported to date. The LEA will then consider the request and if they are in agreement, with parental permission, the child will be formally assessed to ascertain the exact nature of their difficulties and the most appropriate way of supporting them.

### **3) Statement of Additional Educational Need**

The final stage of the process, in the most severe cases, is the issuing by the LEA of a formal Statement of Additional Educational Need which takes into account all of the information about the child and identifies the way in which they must be supported in the future. It may indicate a different school placement or additional resources and will certainly outline the key areas that are to be targeted through the child's IEP. The statement is a legal document and must be reviewed annually by all parties involved in the provision for the child.

### **Progress and Reporting to Parents**

Class Teachers keep detailed records of pupil progress. School based formal assessments are carried out in May each year. In addition, the ALNco may carry out diagnostic tests eg BPVS, RAVENS, NARA, and staff can use the County support pack to identify reading, spelling and number difficulties. All this information contributes to IEP's, identified resources and specific program to be used to support the needs of learners. An annual progress report is sent to parents in the summer term. All parents are invited to Parents Evening twice a year to discuss their children's' progress. In addition to this parents are invited into school on a more regular basis if their child has been identified, as having an additional educational needs to discuss what action will be taken and to find out how they are progressing. In addition parents, are invited to review meetings with school staff and external agencies.

### **More Able and Talented**

- *More Able and Talented* is the general term.
- Children may be *more able and/ or talented* in diverse fields (academic, creative, sporting, social, leadership);

- **More able** children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;
- **Most able** children will be working at two NC levels above the majority of children in the class and would sometimes require additional and different provision. This would be supported by an IEP;
- **Talented** children demonstrate an innate talent or skill in creative or sporting fields
- More able and talented children may be "high flyers", coasters or disaffected.

### Organisation

- The school's policy for more able and talented children will work within the framework of the teaching and learning policy;
- Teachers and children will share expectations for lessons;
- Staff will make flexible and efficient use of resources;
- Teachers will deploy appropriate teaching styles with children and evaluate their outcomes;
- Teachers will use their assessments to inform future planning;
- There will be sufficient differentiation for all children, offering appropriate challenge for the more able.

### Teaching and Learning –More able and talented

Teaching and learning strategies may include where appropriate:

- Varying groups to suit tasks;
- Extension opportunities;
- Pupil led learning opportunities;
- High order questioning;
- Targeted use of classroom assistants;
- Awareness of learning styles;
- Visits by experts;
- Use of more able and talented children as peer supporters/mentors.
- Opportunities for creativity and investigation.
- Links with external STEM projects eg Toyota

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and curriculum workshops;
- school events;
- meetings with school personnel;
- reports such annual report to parents and Headteacher reports to the Governing Body;

### Training

All school personnel:

- have equal chances of training, career development and promotion



- receive training on induction which specifically covers:
  - All aspects of this policy
  - Additional Educational Needs
  - Pupil Behaviour and Discipline
  - Equal opportunities
  - Inclusion
  - receive periodic training so that they are kept up to date with new information

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated Governor.

### **Linked Policies**

- Anti-bullying
- English as an Additional Language
- Equal Opportunities
- Pupil Behaviour and Discipline
- Teaching and Learning

## Additional Needs and Inclusion Policy

The Additional Needs and Inclusion policy and procedure was passed for use in Broughton Primary School.

On: March 2018.....

By:.....Headteacher

By:.....Chair of Governors

Date of planned review: March 2020.....