



INCLUSION POLICY



DOCUMENT DETAILS	
Authorised by	Full Governing Body
Author	REAch2
Version	2
Status	Adopted by LGB on 10 th December, 2015
Review Date	20 th December 2016

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1. Introduction

- 1.1. *These policies should be read in conjunction with the Equality Policy and Behaviour Policy.*
- 1.2. At Robert Fitzroy Academy we are committed to providing our pupils with a broad, balanced and enriched curriculum, which is accessible to all. Pupils should be fully included in all aspects of school life.
- 1.3. All children are equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- 1.4. At Robert Fitzroy Academy we are committed to inclusion. We aim to engender a sense of community and belonging, and to offer opportunities to learners to realise their potential, including those who may have experienced previous difficulties and those who are particularly able. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- 1.5. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We are aware that we may need to adapt our provision for different groups of learners:
 - girls and boys, men and women
 - minority ethnic and faith groups, Travellers, asylum seekers and refugees
 - learners who need support to learn English as an additional language (EAL)

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- learners with special educational needs
 - learners who are disabled
 - those who are gifted and talented
 - those who are looked after by the local authority
 - others such as those who are sick, young carers and in families under stress
 - any learners who are at risk of disaffection and exclusion
- 1.6. Our first priority is to provide the best quality first teaching and a learning environment where all pupils can contribute fully and feel valued. In addition many children will need to receive extra support, whether as an intervention or out of school activity, to reach their potential. The policies attached outline how specific support is provided for pupils with Special Educational Needs, those learning English as an Additional Language and those who are gifted and talented.
- 1.7. On-going rigorous systems of assessment and detailed data analysis are in place to ensure the right individuals receive the appropriate support and that groups of individuals are not falling behind.

2. English as an Additional Language (EAL)

Introduction

- 2.1. 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)

Context of Academy

- 2.2. At Robert Fitzroy Academy

Ethos

- 2.3. At Robert Fitzroy Academy 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 and extremely positive school ethos through:
- Displays around the school that reflect and celebrate the multi-cultural and multi-lingual nature of the school and society. These include:
 - Good Morning Project

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- multi-lingual signs and labels
- language trees on each classroom door ('hello' in languages spoken in the class)
- 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:
 - world map with photos of each child, their country of heritage and languages spoken
 - other 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

2.4. 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, uses 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 including 'Clicker' and 'Listening Books'
- 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

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- 2.5. All pupils, including those learning EAL are assessed according to the whole school Assessment policy (see Assessment policy).
- 2.6. If a pupil is below national curriculum level 1 in reading and/ or writing, he/ she is assessed using 'A language in Common'. Their level (Step 1, Step 2 or level 1 threshold) is recorded on the tracking grids.
- 2.7. 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 Robert Fitzroy Academy Primary School (see Appendix 2- New Arrivals Procedures).
- 2.8. Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- 2.9. 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

- 2.10. 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).
- 2.11. **NB** Pupils with Special 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

- 2.12. 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.

Monitoring

- 2.13. The policy will be monitored by the Headteacher and Inclusion Manager on an annual basis.

3. Gifted and Talented

Introduction

- 3.1. To be read in conjunction with the following core policies: Gifted and talented policy, Teaching & learning, Assessment, Inclusion (SEN and EAL), Health and Safety and the Home-school Agreement.

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- 3.2. Robert Fitzroy Academy Primary School recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school.

Definition

Our policy for more able and gifted and talented is directed towards those children capable of excelling in one or more areas, which place them in the highest achieving 5% -10% of our school population.

Children can excel in three areas:

More Able

- Children who are performing above the classroom average in one or more curriculum area (this may vary from year group to year group)

Gifted

- General intellectual abilities
- Specific aptitude in one or more subjects
- Creative or productive thinking
- Leadership qualities

Talented

- Ability in creative or performing arts
- Physical ability

Gifted Children

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

Talented Children

- 3.4. 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

- 3.5. To support the abilities, personal qualities and talents of all children.
- 3.6. To ensure that all children receive an education appropriate to their abilities.

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- 3.7. To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- 3.8. To employ a wide variety of methods of recognition of potential.
- 3.9. To stimulate children through extracurricular activities and through curriculum enrichment.
- 3.10. To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- 3.11. To train staff and to provide for these aims to be achieved.
- 3.12. To audit provision through 'The Quality Standards.

Identification

Early identification of more able, gifted and talented children is important to ensure that every child is provided with every opportunity to be supported throughout their school years.

Behaviours of more able, gifted and talented children can vary hugely, however some indicators may be:

- learning easily
- being unique, imaginative and creative
- being persistent, resourceful, self directed
- being inquisitive, sceptical
- being informed in unusual areas often beyond their years
- being artistic and/or musical
- using outstanding vocabulary, be verbally fluent – remembering that this can relate to their home language
- being an independent worker, showing or taking the initiative
- displaying logical thinking skills
- showing unusual insights
- showing a high level of sensitivity, empathy
- having a 'quirky' sense of humour and of the ironic
- exhibiting high motivation and self expression
- showing speed and agility of thought and preference for verbal rather than written expressions
- displaying leadership qualities and/or be socially adept
- making connections quickly between facts and concepts
- demonstrating negative behaviour
- being tactless, hypercritical, impatient
- demanding impossible amounts of attention
- can become easily frustrated
- being intolerant of children less able than themselves
- asking proactive questions
- being good orally; unwilling to put any on paper

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- being reluctant to practise skills they have already mastered
-

While the behaviours vary greatly, it is important that we as teachers are aware of these behaviours and become alerted to question why they may occur in our class.

(Adapted from the National Association for Able Children in Education – NACE)

Educators at Robert Fitzroy employ a number of methods to identify the more able, gifted and talented child:

Teacher Nomination

Teachers are best placed to identify more able children as they have a range of skills, which enable them to do this. Judgements will be based on collection and analysis of information from a range of professionals who have contact with the child throughout their education, as well as parents/carers.

- Record Keeping and Assessment

Every teacher has a professional duty to collect on-going assessments and records of children's achievements, which should form the basis of evidence to identify gifted and talented pupils.

- Subject specific assessment

This can be useful when assessing children with specific learning difficulties as it provides opportunities for all children to demonstrate ability in specific subject areas.

- Verbal and non-verbal assessments

These are useful in the recognition of more able, gifted and talented children; including those within our special needs provision.

- Identification check-list

The more able, gifted and talented leader has created a check-list to help support teachers in recognising more able, gifted and talented children.

Parental Nominations

The opinion of parents about their children is highly valued and will be taken into consideration but will also not be the sole method of identification. Parents can be especially important when identifying children who do not speak English as a first language and any input into their child's abilities is appreciated.

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However, while all parents consider their child to be special and believe that s/he is displaying exceptional ability but the school often recognises that ability to be similar to that displayed by other children.

Peer Nomination

Children are usually very quick to recognise ability in others and so it is part of our policy to listen to the views of children when they are offered.

Awareness

Although not a formal method of identification, awareness is a useful one. The more we consider ability and look for outstanding ability in a variety of areas, the more children we will identify.

A more able, gifted and talented register exists and is regularly updated to recognise children who are more able gifted or talented.

4. Special Educational Needs

Principles and Aims

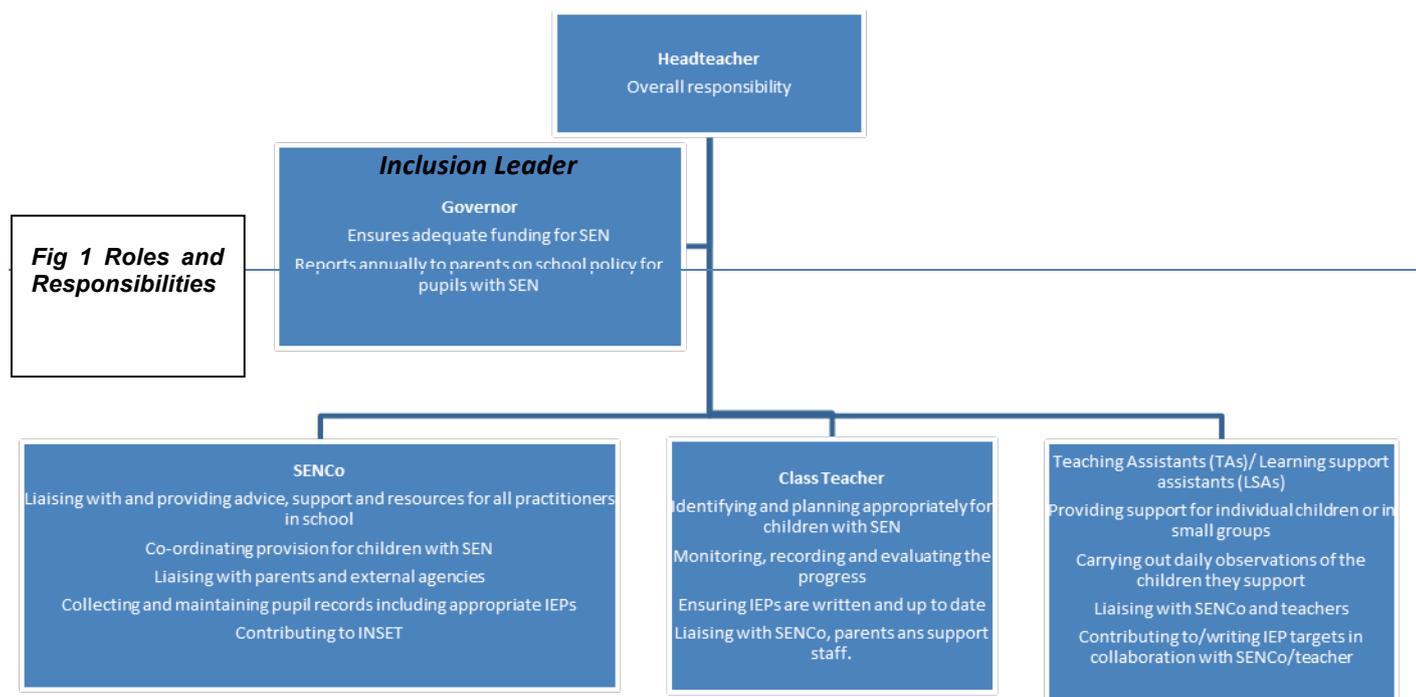
- 4.1. Robert Fitzroy Academy recognises its duty to consider the Special Educational Needs (SEN) Code of Practice (DFES, 2014) and fulfil its statutory duties towards children with SEN in light of it. The fundamental principles that underpin the Code are subsequently the principles that influence professional practice in our school: A child with SEN will have their needs met, their views sought and have an education which is balanced and broad as well as fully accessible to them.
- 4.2. In order to do this effectively RFA recognises that there are what the Code terms as 'critical success factors' (DFES, 2001:7) which take priority in meeting the needs of all pupils with SEN and enables them to unlock their potential whilst being fully included in the school community. These include ensuring that best practice is explored and implemented when developing interventions and that there is close co-operation between all agencies concerned.

Roles and Responsibilities

- 4.3. Our policy is a whole school policy. Whilst it is the responsibility of class teachers to meet individual needs of SEN children in the classroom the Headteacher has overall responsibility for provision within the school. Our Inclusion team leader leads the SEN

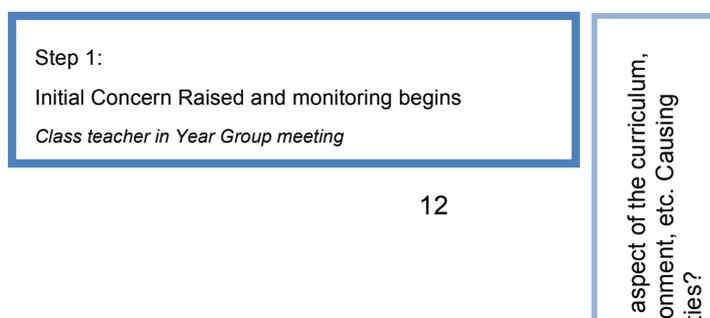
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staff. Organises interventions within the school, co ordinates adults who support children with additional needs and works with outside agencies to input their recommendations. A SEN co-ordinator (SENCo) is also a member of the senior leadership team and is responsible for the day to day operation of this policy. Teaching assistants have an integral role in providing support for children with SEN and there is a Governor who also has a responsibility for SEN.



Identification, Assessment and Provision

- 4.4. As instructed in the Code and section 312 of the 1996 Education Act, RFA 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, 2014; xiii) Special educational provision is to be understood as that which is ‘additional to, or otherwise different from, the educational provision’ (DFES, 2014; xv) made for children of their age in their area.
- 4.5. Although at RFA early identification of SEN is recognised as being crucial we avoid placing too much emphasis on whatever may be the cause of a pupil’s barrier to learning but rather on the actions needed to support learning and overcoming such barriers. Recognising too that children learn in different ways and may develop at different rates, RFA adopt a graduated response to SEN illustrated schematically in Fig 2.



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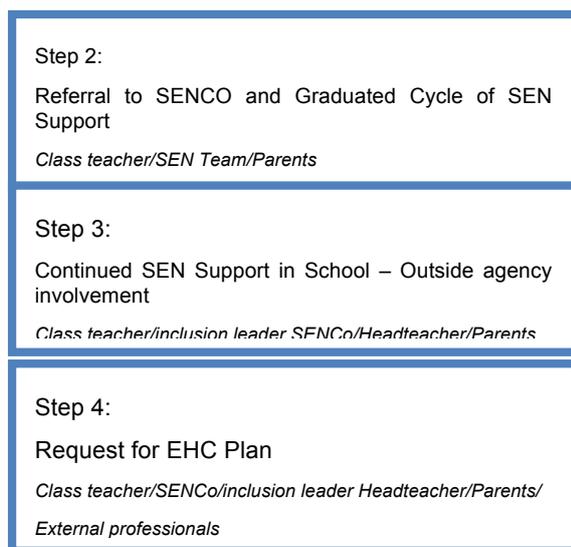


Fig 2 Graduated approach to SEN

4.6. RFA has a wide range of strategies in place to meet a child’s special educational requirements. Teachers and support staff look carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

Step 1 - Monitoring

4.7. Sometimes a differentiated curriculum may not be enough. In some cases, despite quality first teaching i.e. the teacher exploiting a range of teaching techniques and strategies as well as effectively managing the classroom environment, more support is essential. Concerns are monitored and recorded (See Appendix one) for at least half a term before a decision is made to devise and provide interventions that are **additional to** or **different from** those provided as part of the school’s usual differentiated curriculum therefore supporting the pupil through The Graduated Cycle of SEN Support.

5. Step 2 – The Graduated Cycle of SEN Support

5.1. Once a special educational need has been identified and parents/carers are consulted an action cycle of assessment and intervention is put in place collaboratively, by the SENCo, teacher and teaching assistant where appropriate, with a focus on providing effective support. The See Fig. 3

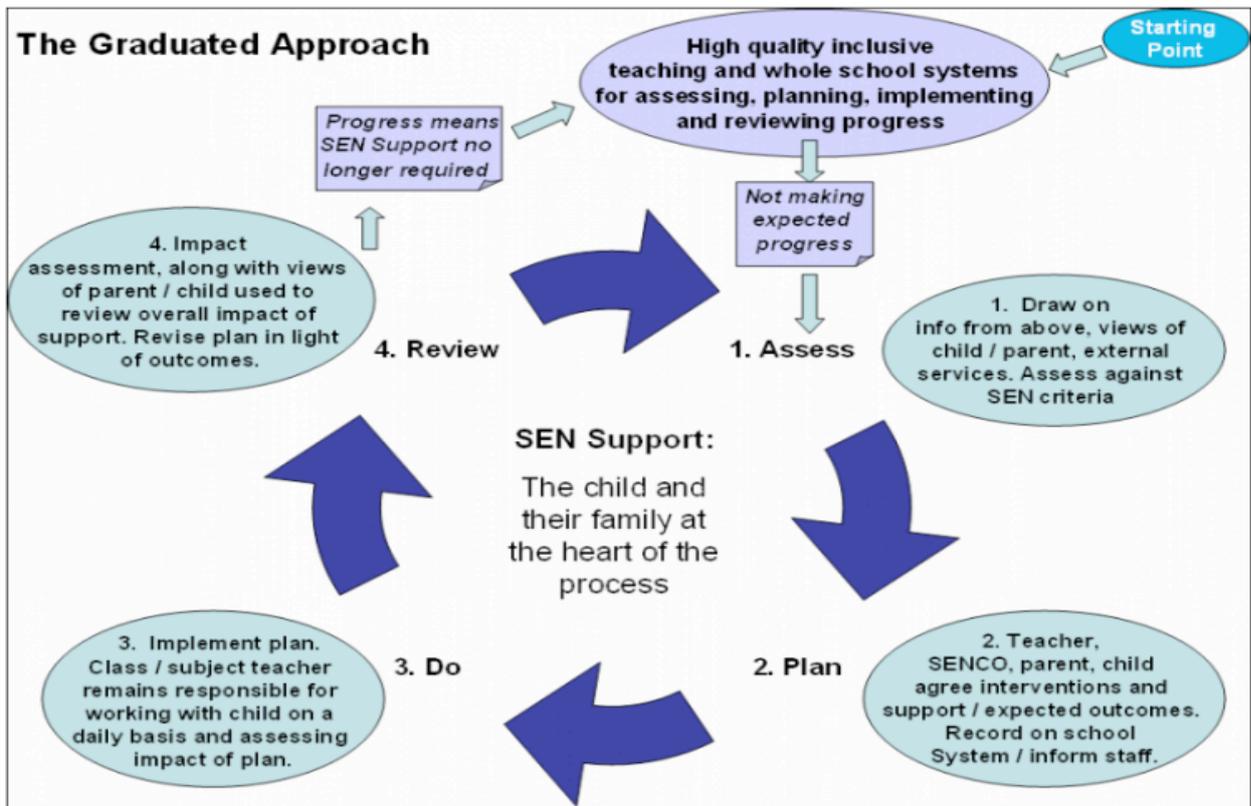


Fig 3 The Graduated Cycle of SEN Support

The SEN Support action cycle is to ensure that an effective intervention is put in place to support the needs of the pupil and measure progression.

Step 3 – Outside agency involvement

5.2. If a child continues to make little or no progress on this cycle, parents are consulted again and, with their consent, the SENCo will contact outside agencies through the Early help assessment (EHA) or individual referrals. Outside agencies include specialists such as: Educational Psychologists (EP), Specific Learning Difficulties Team (SpLD), Speech and Language Therapy Service (SALT), Communication and Interaction team (ASD outreach), Emotional and Behavioural Difficulties Team (EBD support). Provision maps are written termly for each class based on Pupil Progress meetings and individual monitoring forms. Pupil passports are also written for key pupils with multiple needs with individual targets. These both incorporate advice and strategies provided by the external specialists consulted with. RFA is committed to developing effective collaborative relationships with such specialists recognising that this is the cornerstone to the agenda promoted in the Every Child Matters document (DfES, 2003), which informed the Children’s Act of 2004 and subsequent Children’s Plan (DCSF, 2008), and firmly believe that all children and families deserve services that work together for them, meeting their individual needs.

Step 4 - Education, Health & Care Plan

- 5.3. On rare occasions RFA may decide to request that the Local Education Authority (LEA) carry out an assessment for an **Education, Health & Care Plan**. This will be when, even after significant input at EYSA+/Graduated Cycle of SEN Support a child is still making little or no progress. If the request is accepted the LEA will seek further advice, full assessments where appropriate and gather the views of parents and other professionals involved with the child. On the basis of this multi-disciplinary assessment the LEA decides whether or not to issue an **Education, Health & Care Plan** 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. EHC plans are reviewed annually with the SENCo having overall responsibility.

Provision Mapping

- 5.4. Each term RFA maps the provision for SEN to show how we allocate resources to each year group and annually these provision maps enable us to calculate the cost of the whole of our SEN provision. The provision map is fluid and flexible and may change throughout the term in response to the needs of our pupils. Each term however a specific staff meeting is set aside in order for the provision map to be evaluated against pupil progress and it is adapted accordingly. A vast range of interventions are provided and Teaching Assistants delivering specific interventions have access to training from either the SENCo or external specialists. These include: Soundwrite®, Reading Recovery, Wave 3 maths, RM maths, Word finding & Vocabulary Building, Attention and Listening, Auditory memory, and Tool Use. An example of a provision map is attached as appendix three.

Transition Arrangements

- 5.5. Reception teachers, together with the Family Liaison Officer, conduct home visits prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo. RFA will develop good relationships with feeder nursery schools in order that information is shared prior to transition and need adjustments made for pupils with SEN. When children join RFA from other schools, the FLO 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 smooth transition. Children transferring from RFA to new schools will have their SEN records shared which have details of particular needs and additional provision made by the school. 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 and inclusion leader will also arrange meetings with class teachers to discuss children on the SEN register early on in the new term.

Working in Partnership with Parents

5.6. It is vital that the school maintains positive relationships with parents and recognises the value of their contribution in providing a full picture of the child's strengths as well as areas of additional need. Parents will be informed by the class teacher and/or SENCo when the school identifies that their child has SEN and should be involved at all stages of their child's assessment and given a copy of the IEP. They should be informed of their child's difficulties prior to the involvement of outside agencies so that support can be provided at home as well as at school. Every endeavour should be made to provide a translator when the family does not speak English or has a disability such as a hearing impairment. Parents must be told about the Parent Partnership Service, a statutory service offering information advice and support, when specific SEN are identified. Parents are asked to meet with outside agency personnel following assessment and should be fully involved in the discussion leading up to the school's decision to request a statutory assessment as well as any subsequent Annual Reviews.

Staff Development and INSET

5.7. In order for the inclusion leader, SENCo, teachers and teaching assistants to exploit best practice when devising and delivering interventions, continued professional development (CPD) and training is essential. The SENCo and Specialist Teachers from external agencies provide INSET training where appropriate and regular meetings take place between SENCo, teachers and teaching assistants to discuss issues and concerns, monitor progress and improve practice. Members of the teaching team including teaching assistants, regularly access relevant external CPD and are encouraged to visit specialist provisions in order to learn best practice. The SENCo has a post graduate qualification in SEN and attends regular external SEN courses disseminating information at staff meetings and briefings.

School Admission and SEN

5.8. The school's admissions policy is in line with that of the LEA. 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

5.9. If any parents are not satisfied with the SEN provision being made for their child they should consult the Class teacher and/or the SENCo. If an agreement is not reached they should speak to the Headteacher. It is hoped that an agreement 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 the LEA. Parents will be signposted to the local Parent Partnership Service. As a last resort parents have the right to go to an independent SEN tribunal.

Success Criteria

- 5.10. Children with SEN will be identified early and action to ensure all children's needs are met will be taken using a graduated response.
- 5.11. The views and wishes of the child have been taken into account when setting targets for achievement.
- 5.12. SEN professionals and parents work in partnership.
- 5.13. Progress will be reflected in National Curriculum and teacher assessments.
- 5.14. SEN systems will operate as intended due to regular monitoring.

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