

Policy: Inclusion Policy

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Statutory Policy:	Y



Inclusion Policy

Loving, serving and growing together with Jesus
Diocese of Northampton, Milton Keynes Council

1: Purpose

Our school aims state that we:

- develop a loving, caring community which recognises and celebrates the unique, God-given nature of each individual;
- value every member of the school community and develop the potential of each individual;
- create an education environment in which we are all encouraged to enjoy our work whilst aspiring to the highest standards of achievement and behaviour

In our school, the teaching and learning, achievements, attitudes and well-being of every person are important. We follow the necessary statutory regulations to ensure that we take the experiences and needs of all our children, staff and parents into account when planning for learning.

We are focussed on promoting a holistic approach to teaching within our school, with a duty to promote equality for all at the centre. We strive to fulfil our duty by:

- eliminating discrimination, harassment, victimisation and other such negative conduct that is prohibited
- advancing equality of opportunity between children who share gender, black or minority ethnic group, language, disability, special educational need, family background or religious belief, and those who do not share it
- fostering good relations between children

(Equality Act, 2010)

This policy helps to ensure that this happens for all the children in our school, regardless of their age, gender, ethnicity, attainment, religion, disability or background. All of our children are given the opportunity to achieve their best and to become confident individuals.

(SEND Code of Practice, 2014)

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

- girls / boys;
- black and minority ethnic groups;
- those who need support to learn English as an additional language;
- those of different religious backgrounds;
- those with special educational needs;
- those with a disability
- gifted and talented persons;
- those with specific medical needs;
- children who are at risk of disaffection or exclusion.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who are not currently achieving their best?
- Are our actions effective? If not, what else can we do?

2: Our School

Our school welcomes children from a variety of backgrounds, with over 50% consistently speaking another language at home. This invites challenges for all members of our school community, as we seek to learn about and promote a variety of cultural backgrounds. We are “highly effective” at supporting children with English as an additional language, and strive to do our best for all of our children (*Ofsted Report, 2014*).

We have a reliable system for the monitoring of prejudice based incidents which are recorded and dealt with immediately. Such incidents are extremely rare, as the ethos of the moral and balanced culture is regularly promoted through daily collective worship sessions, our Christian Values based curriculum and expectations set out in our ‘Behaviour and Discipline’ policy.

3: Teaching and learning style

All pupils experience a “broad and balanced curriculum”, with teachers:-

- Setting high expectations for all pupils (*School’s Ofsted Report, 2014*)
- Setting ambitious targets for all pupils
- Planning ahead to enable all children to access lessons
- Removing barriers to pupil achievement

(*SEND Code of Practice, 2014*).

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children and set learning targets that are both challenging and achievable for the individual child.

When the attainment of a child falls significantly below the expected level, or a child finds it difficult to access the curriculum due to having English as an additional language (EAL), learning difficulty, disability or suffers a social-emotional barrier to learning, teachers enable the child to succeed by planning differentiated work that is in line with the child’s individual strengths and needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging learning outcomes that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

4: Disapplication and modification of the National Curriculum

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

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

5: Roles and Responsibilities

The Children

Pupils' own perceptions and experiences are important in order to help professionals make decisions regarding their needs. It is essential that pupils are provided with the opportunity for their voices to be heard. This may be done through:-

- Attendance at key meetings;
- Written reports;
- Pictorial descriptions;
- Role-play;
- Alternative methods of recording, e.g. voice recorder, video recorder etc, as agreed with the pupil and the parents.

The Parents

The school will keep parents informed at all times about their child's learning and progress. Parents will be part of a joint planning process to decide next steps for their child. Parental views are central to the decisions made regarding the support provided for their child. Parents can raise any concerns they have initially with the class teacher.

Where appropriate, the school's Inclusion Leader will then meet with parents to discuss concerns further. Parents' evenings are held during the Autumn and Spring terms and progress will be discussed here.

Every child at St Bernadette's Catholic Primary School has a home-school planner, used as an information hub with resources that parents can use with their child, a reading record for parents to read with their child, and as a communication book to share regular comments about progress and concerns about their child, between parents and the class teacher.

Parent meetings and workshops may be hosted throughout the year by the school regarding special educational needs, or parents may be signposted to other workshops that may be useful to parents, by the school's Inclusion Leader.

Parents should keep the school informed of any concerns that may affect their child's performance in school, and return signed documents as requested.

The Governing Body

The Governing Body will:

- Appoint an 'Inclusion Governor' to monitor the provision and arrangements for inclusion.
- Ensure that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law

- Support the Headteacher in consultations with all stakeholders and in implementing any actions necessary
- Make every effort to see that the necessary arrangements are made for any pupil who has special educational needs;
- Make sure that teachers are aware of the importance of identifying children who have special educational needs and disabilities (SEND), English as an additional language (EAL) or are gifted and talented, by providing appropriate teaching.
- Consult the Local Authority and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching/EAL teaching in the area;
- Make arrangements and allow pupils with SEND and/or EAL to join in the everyday activities of the school as far as is practical;
- Report each year to parents on their policy and provision for pupils with special educational needs, EAL and gifted and talented children.
- Take account of the new SEND Code of Practice (2014) when carrying out their duties towards all pupils with special educational needs.

The responsible Governor at St Bernadette's Catholic Primary School is Ms Mary McGowan.

Headteacher

The Headteacher will:

- Have a clear overview of special educational provision in the school and provide strategic direction for SEND, EAL and gifted and talented provision;
- Manage resources and staff transparently and effectively;
- Provide sufficient resources, administrative support and professional support to the Inclusion Leader to enable her to be efficient;
- Provide opportunities for the professional development of the Inclusion Leader;
- Work with the governing body to ensure that the policy and its related procedures and strategies are implemented effectively;
- Take appropriate action with staff or pupils who discriminate;
- Evaluate the effectiveness of Inclusion access and provision and identify its contribution to the overall effectiveness of the school in raising standards for all pupils;
- Analyse attainment levels and progress for pupils with different protected characteristics mapped against local and national attainment data;
- Monitor the type and frequency of prejudice based incidents and report to the governing body and the Local Authority on the number of incidents, prevailing trends and how they are being dealt with.

(The Equality Act, 2010)

The school's Headteacher is Mrs Jane Zamora.

The Inclusion Leader

The Inclusion Leader has 4 main areas of responsibility:

- Managing the procedures identified in the SEND Code of Practice;
- Ensuring that the barriers to learning are reduced and access to the school and its curriculum is adequately supported;
- Ensuring that access and provision are effective for SEND, EAL, Gifted and Talented children and children with medical needs;
- Monitor the attainment and progress of all pupils in vulnerable groups.

The Inclusion Leader with the support of the Inclusion Team must:

- Maintain the school SEND, EAL and Gifted and Talented and Medical Needs Registers.
- Oversee the records of all children with SEND, EAL, Gifted and Talented, Medical and social-emotional needs;
- Support class teachers in following the 'Assess, Plan, Do, Review' approach;

- Provide advice and support as necessary to all staff, including advice on curriculum modification and differentiation, teaching and learning strategies;
- Line manage teachers and teaching assistants to support high quality first teaching for all children;
- Contribute to in-service training of all staff;
- Support teachers in liaison with parents;
- Provide and coordinate learning and liaison opportunities for parents;
- Liaise with external agencies;
- Draft and prepare reports, funding applications and coordinate and contribute to EHC applications and conversions from Statements of SEND;
- Allocate funding appropriately, including for staffing and the use of other resources, tailored to individual children's needs;
- Monitor the effectiveness of provision made for children with SEND, EAL and Gifted and Talented areas in the context of effective access to the curriculum and the progress that they make and the standards that they achieve;
- Analyse data for all SEND, EAL, Gifted and Talented and key groups, in consultation with the Headteacher;
- Draft and update the Inclusion Policy, Local Offer and SEND Information Report on an annual basis, presenting this to the Governing board;
- Provide relevant information for the SEND Governor and arrange relevant visits;
- Support, monitor and evaluate the work of the Learning Mentors;
- Monitor the school's 'Positive Playtimes' approach;
- Monitor the school's 'Explore' facility and 'Pod' aimed at supporting children that have sensory needs and /or require targeted teaching in a low arousal area and / or through play;

The school's Inclusion Leader is Mrs Zoe Romans who also has class responsibilities and is a member of the school's senior leadership team (SLT).

Learning Mentor

The Learning Mentor will:

- Develop one to one mentoring relationships with target pupils;
- Plan and deliver group work to targeted pupils which have clear objectives and targets;
- Support target pupils in developing effective strategies for learning, taking responsibility for their behaviour, developing social and emotional skills and improving their attendance;
- Work with staff in nurseries and secondary schools to ensure speedy transfer of pupil information and support transition where necessary;
- Liaise with teachers to ensure consistency of strategies and with other key staff in the school e.g. Inclusion Leader and Leader of Learning for RE;
- Liaise with parents/ carers, under the direction of the Inclusion Leader and Leader of Learning for RE;
- Liaise with statutory and voluntary agencies, under the direction of the Inclusion Leader and Leader of Learning for RE;
- Attend training and professional development opportunities;
- Attend networking sessions to share and develop practice with colleagues;
- Keep records and collect appropriate data, using the emotional literacy assessment primarily, in order to monitor and evaluate the impact of their work.

The school's Learning Mentor is Mr Steve Penny who works full time in this role.

The Class Teachers

The class teachers will:

- Promote equality and diversity when teaching;
- Plan work at an appropriately challenging level to ensure access to high quality teaching for all;

- Update termly provision maps for the children in their class, deciding upon appropriate interventions for children, in collaboration with the Senior Management Team;
- Where a pupil is receiving additional SEND support, teachers will meet at least three times a year with parents to set clear outcomes for the child, review the child's progress, and roles and responsibilities of all involved with the child;
- Follow the 'Assess, Plan, Do, Review' approach to supporting children with SEND;
- Ensure that individual learning outcomes are incorporated into planning;
- Plan and oversee the work of teaching assistants;
- Monitor the progress of children with SEND, EAL or Gifted and Talented children;
- Provide information to the Inclusion Leader as requested;
- Provide, as necessary, information and reports to other agencies involved in supporting individual pupils;
- Provide an annual report for parents on their child's progress;
- Support pupils in preparation of their own reports for annual reviews;
- Alert the Inclusion Leaders to any concerns that they have about children with SEND or EAL or that they assess are experiencing difficulties with learning;
- Differentiate work for SEND, EAL or Gifted and Talented children in their class, seeking advice from the Inclusion Leader where needed;
- Deal with incidents of discrimination, identify and challenge bias and stereotyping, and record any prejudice based incidents.

The Teaching Assistants and Nursery Nurses

Teaching Assistants and Nursery Nurses will:

- Be directed by the class teachers, Leaders of Learning and the Inclusion Leader;
- Be involved in planning of lessons;
- Receive guidance on appropriate teaching and support strategies;
- Make an input to planning and review of special provision;
- Provide feedback to teachers and the Inclusion Leader regularly;
- Be clear about their roles and responsibilities within the school, especially towards named children;
- Be given opportunities for continuing professional development;
- Deal with incidents of discrimination, identify and challenge bias and stereotyping, and record any prejudice based incidents.

Office Staff

Office staff will:

- Collate admissions information for all children, and ensure that any additional needs information is passed onto the Inclusion Leader and the relevant class teacher.
- Liaise with previous schools of children with additional needs to ensure the 'full picture' is received prior to the child starting at St Bernadette's Catholic Primary School
- Update the medical register and Care Plans

5: Appendices

The remaining parts of these policies are Appendices which detail specific aspects within the Inclusion framework:

- Appendix 1: Definition of SEND (p. 8)
- Appendix 2: School Facilities & Resources (p. 9)
- Appendix 3: Identification of SEND(p.10)
- Appendix 4: Supporting children with SEND (p.11 - 13)
- Appendix 5: Gifted and Talented Policy (p.14 - 15)
- Appendix 6: English as an Additional Language (p. 16 - 17)
- Appendix 7: Medical Needs (p. 18)
- Appendix 8: Learning Mentor (p.19)
- Appendix 9: Documents/Record Keeping (p. 20)
- Appendix 10: Glossary of Terms (p.21)

This policy is reviewed a minimum of once every two years in the Summer term by the Inclusion Team in conjunction with the named Governor for Inclusion.

Appendix 1: Definition of SEND

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

(SEND Code of Practice, 2014)

Four areas of SEND are listed in the Code of Practice (2014):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

It is acknowledged that many children with SEND may have needs that overlap these key areas. These key areas have changed from the previous Code of Practice; specifically ‘behaviour’ in itself is no longer viewed as a special educational need.

A child 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 he or she will be taught.

This definition of children with learning difficulties includes children with a disability where special educational provision needs to be made. This does not mean that children with a disability necessarily have learning difficulties or that only disabled children with learning difficulties have special educational needs.

A child who exhibits challenging behaviours does not necessarily have SEND; thorough investigation is undertaken as to what the behaviour is a symptom of. This will include looking at teaching, management and individual pupil analyses.

Appendix 2: School Facilities & Resources

2:1: Special Facilities

St Bernadette's Catholic Primary School has access for those with wheel chairs and has disabled toilet facilities. It welcomes children of all abilities and will make every effort to accommodate a pupil's particular needs and will work with the Local Authority to provide these facilities.

2:2: Resources

(i) Staffing

Teachers are a valuable resource that we have at St Bernadette's Catholic Primary School. Staff development is ongoing to support the needs of children within the school. The Foundation Stage also has access to highly trained Nursery Nurses.

(ii) Teaching Assistants

All classes have access to a teaching assistant. The teaching assistant should spend at least 50% of their time working with children who have Special Educational Needs or English as an Additional Language, dependent on the percentage of SEND or EAL children in the class.

(iii) SEND Teaching Assistants

Children with statements of special educational needs or Education, Health and Care Plans, have particular resources attached to them, which may be both human and material. These resources are provided by the school, and through top-up funding from the Local Authority, which includes additional support from outside agencies.

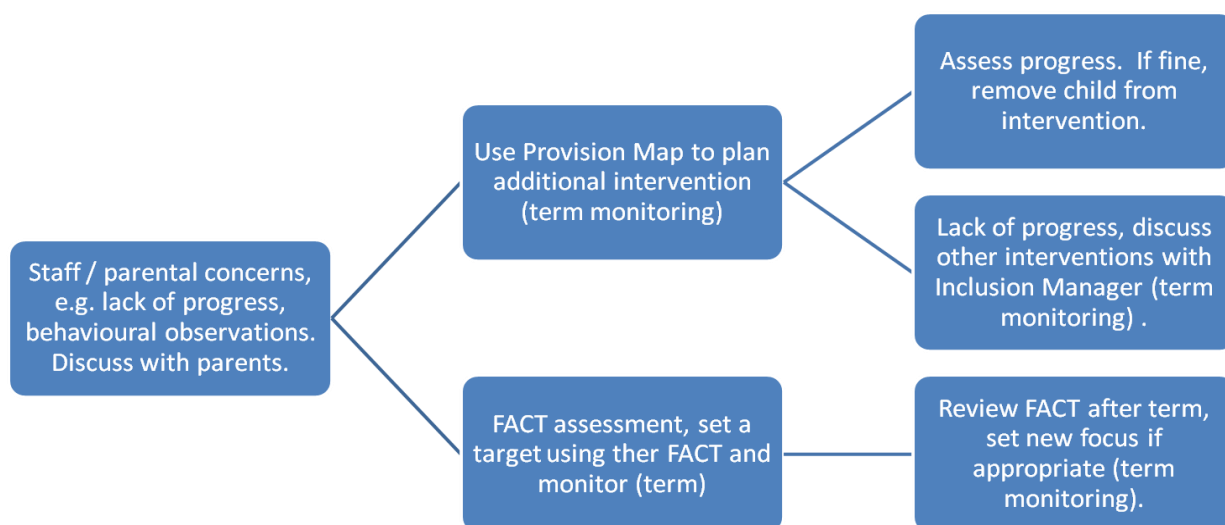
(iv) Material Resources

Resources to support those who have learning difficulties are stored in 'Explore' and Inclusion files, and disseminated across the school. These include Handwriting Schemes, Communication and Language Games, Maths Games and resources, Phonics resources, a range of photocopiable activities and writing resources, co-ordination resources, Speech and Language resources, ICT resources, and monitoring and assessment resources. The Inclusion Leader / Inclusion Team are responsible for maintaining these resources. Teaching staff and teaching assistants are responsible for borrowing and returning the equipment.

Appendix 3: Identification of children with SEND

Most children will make progress within our inclusive curriculum without any great difficulty; however some will require additional or different action. Early Identification of special educational needs is essential for appropriate provision to be made. With the introduction of the new SEND Code of Practice (2014), previous categories of School Action, School Action + and Statements now cease to exist. We now view all children with SEND as receiving some 'SEND Support' and those of the most complex needs undergo a statutory assessment to obtain an Education, Health and Care Plan, discussed in Appendix 4.

Staff will assess children regularly through observations and assessments which will highlight any children that are not making appropriate progress (academic, use of language, social and emotional or physical), which will be discussed with you. These observations will also be discussed with a member of the senior management team, and additional provision may be put in place or a specific assessment relating to the area that the child is struggling with, will be undertaken. This may include a communication assessment, called the First Assess Communication Tool (FACT) or an emotions assessment.



The findings will be fed back to parents and be used to plan appropriate support for the child. If the child continues to not make appropriate progress, or requires additional support, a meeting will be held with parents to discuss the child's presentation of special educational needs. Additional support will be allocated as agreed upon. Where a child presents with significant needs, a plan is then drawn up, individually tailored to the child's strengths and needs, which is written and worked on together by the home and the school.

If these strategies do not support the child sufficiently enough, a referral to external agencies may be made and the child is identified formally as have special educational needs. Exceptions to this method of identification are only made when the child is assessed to have complex needs that are clearly evidenced through observations and other assessments of the child.

Appendix 4 - Supporting Children with SEND

Supporting children with SEND at our school follows the Assess, Plan, Do and Review process, as outlined in the SEND Code of Practice (2014). Any child identified as having SEND will receive some form of SEND support, possibly being specialist teaching, additional intervention programmes, individual planning or outside agency advisory involvement and support.

4.1: Assess

The school's system for observing and assessing children's progress identifies areas where a child is not progressing at the expected rate. This includes progress with their learning, their communication, their social interaction, their emotional understanding, and any sensory or physical progressions. Under these circumstances, teachers will collate a wide range of assessments through data collection, observations, and more detailed assessments in liaison with the Inclusion Leader. If it is decided that a pupil is making less than expected progress, the class teacher will consult with the Inclusion Leader in order to decide whether additional or different provision is necessary. Less than expected progress can be defined in a number of ways; it may be progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(SEND Code of Practice, 2014)

Baseline Assessments of all children entering classes are made during the child's first half term in school. Where these assessments indicate some concern, the Inclusion Leader are consulted to discuss further assessment. Where a child enters the school during Years 1-6 entry assessments are made, but it is acknowledged that some children take time to settle into new schools and routines and therefore previous school records should also be considered. Where concern is indicated, the Inclusion Leader is consulted to discuss further assessment.

Specifically for children that are not making progress, the 'First Assess Communication Tool' (FACT) is used to assess the child's language, understanding, interaction, and attention skills. This will be used to help set targets for the children, as needed, in these areas. If the child scores particularly low on this tool, external agency support may be referred.

Teachers at the school operate an open door policy, and if parents wish to discuss their child's progress, an appointment can be made with the teacher. Parents' evenings are held during the Autumn and Spring terms and progress will routinely be discussed here.

4.2: Plan

Any additional support and interventions put in place for the child will be discussed and agreed upon with parents, and any observations made or support required at home will also be discussed, in order to plan effectively for the child. Interventions and additional support will then run for between one and two terms before a formal review takes place. These will however be regularly reviewed as part of an ongoing teaching and learning process, and support for individual children will be recorded on a class provision map. Specific outcomes set using the FACT will be agreed upon.

4.3: Do

Interventions and additional support will take place. The class teacher may deliver some of this and will have overall responsibility for additional support put in place, working closely with teaching assistants, specialist teachers and parents, as appropriate. Care will be taken to ensure that pupils only partake in interventions that are evidence-based. Specific focuses may be worked on, as agreed upon when completing the FACT.

4.4: Review

The effectiveness of the support and interventions will be reviewed on the agreed date. Additional support will then be decided upon, as appropriate. The FACT assessment will be reviewed, and where sufficient progress has not been made, a referral to external agencies for advice, including specialist teachers, therapists, educational psychologists and other appropriate professionals, may be made.

4.5: Children with complex needs

For children with particularly complex needs, a termly meeting will also be arranged. This meeting will be used as an opportunity for planning the child's Home-School Support Plan (HSP), using a collaborative approach between the family and the school. We will use this meeting to decide whether to involve outside agencies, including specialist teachers, therapists, educational psychologists and other appropriate professional to support the school with working with this child.

The child will be working towards specific and achievable outcomes, as agreed on the HSP. Parents will be part of the planning and reviewing process of these outcomes, and expectations regarding progress will be shared and discussed during the termly meetings.

For additional information regarding what the school's arrangements are for the provision of SEND children, please see the school's Local Offer on the school's website:-

<http://www.stbernadettesschool.com/SEND.htm>

For information on what is provided in Milton Keynes for children with SEND, please see the Milton Keynes Council website for their Local Offer.

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

4.6: Education, Health and Care Plans (EHC Plan)

Where, despite the relevant action having been taken to identify, assess and meet the SEND of the child, or the child has not made the expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment. This can be done in partnership with the school, and will be submitted to the Local Authority. For further information on how the plan is formulated, please go to this link on the Milton Keynes Council website:-

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer/education/educational-health-and-care-plans-more-information>

The purpose of an EHC plan is to make SEND provision that meets the child's SEND, in order to secure the best possible outcomes for the child across education, health and social care. It details the special educational and non-educational needs of the child and the provision that must be made by the school to help meet these needs. It is a legal document.

Once the request is submitted, it goes to a panel of professionals at the Local Authority that decide whether or not to go ahead with the statutory assessment. If it is decided not to go ahead, parents are informed within six weeks of this by the Local Authority, and a 'way forward' meetings is arranged where a Local Authority representative meets with parents and the school to discuss and plan next steps. If it is agreed upon, professionals involved with the child are called upon to submit relevant paperwork to support the application. It could be decided at a later date, within sixteen weeks, that a plan is not appropriate, and parents are duly informed. Where it is agreed that a plan is needed, a proposed plan is sent to the parents within twenty weeks of the request being submitted.

The class teacher is responsible for drawing up the Home-School Support Plan (HSP) for this child, and will do so in conjunction with parents and outside agencies. The class teacher must ensure time is allocated to meet the outcomes set. Differentiation in the curriculum for the child should be identified on the class

teacher's weekly plans. The Inclusion Leader is available to support the class teacher with differentiation ideas for the child as needed.

For those children who currently have a Statement, they will continue to be an active legal document until the Local Authority implement a conversion of Statement to EHC Plan meeting as part of the child's Annual Review process. The school will write to parents to inform them of when their conversion will be.

The Annual Review is a yearly meeting to discuss the progress the child has made towards the outcomes agreed upon in the EHC Plan and to make decisions as to whether the statement is still accurate. The meeting is organised by the Inclusion Leader. All relevant agencies, including parents, are invited.

The plan may remain in place unchanged. Where changes are made the Inclusion Leader takes responsibility for amending and returning documents to Milton Keynes Council who will issue a new plan.

4.7: Top-Up Funding

In some cases a child may require some additional support that goes beyond the school's notional SEND budget. This could be temporary or sought whilst further assessments are made. In these cases the Inclusion Leader will seek funding from the Milton Keynes Council Panel and interim support is put in place.

4.8: Transition

When a child with SEND joins the Nursery or the Foundation Stage at the start of their schooling life, 'stay and play' sessions are arranged for parents and their children to attend at the school. A general parents' meeting is also arranged, giving parents the opportunity to ask any questions they may have.

If the child has attended a nursery or other setting of a similar nature previously, the school will arrange a visit to observe the child in that setting, and meet with the parents, staff from that setting, and any external agencies that have already been involved with the child, to ensure the child's needs and current plans for progress are fully understood, before the child begins at our school.

The school will request a minimum of three days preparation time before the child joins the school in another year group, or midway through the year. This will give the class teacher time to receive any paperwork relating to the child and plan for the child's arrival, including the preparation and allocation of specific resources for the child. A transition meeting will also be held with the parent and the class teacher and / or the Inclusion Leader, as well as with any external agencies, to plan together for the child's start at the school.

When a child with SEND is moving on to their next school, a transition meeting will be held with the child's next school and all that have been working with the child, to ensure the needs of, and plans for, the child are fully understood by the receiving school. Depending on what the child's special educational needs are, additional visits or specific resources from the setting may also be organised / distributed, before the child starts at their new school. To help children and families to decide on the right Secondary School, advice can be sought from the school's Inclusion Leader; this will also be discussed at a child's Annual Review, if the child has an Education, Health and Care Plan or a Statement.

Appendix 5: Gifted and Talented Policy

5.1: Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE, performing arts such as dance and drama, social, personal, interpersonal or leadership.

The term 'Gifted and Talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers up to the top 10% of our school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good 'all rounders'
- high achievers in one area
- of high ability but have poor writing skills
- of high ability but with low motivation
- very able with a short attention span

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

5.2: Identification

Before identifying children as Gifted and Talented, we aim that all children have had the opportunity to learn and succeed in a curriculum which has been differentiated.

Gifted and Talented students are identified by making a judgement based on analysis of various sources of information including:

- Test scores (end of year and end of key stage levels)
- Teacher nomination (based on classroom observation, discussion with colleagues, pupils, work scrutiny)
- Peer or self-nomination
- Parental/guardian nomination
- Predicted test/examination results
- Reading ages
- Ongoing assessment/assessment for learning

This information is collated by the Inclusion Team and is made available to all staff.

- A child who has been identified will be placed on the Gifted and Talented register with their area of gift or talent recorded.
- Parents/guardians will be consulted before a name is placed on the register.
- Careful consideration should be given to the identification of gifted and talented pupils because once they have been placed on the gifted and talented registers it is anticipated that they will remain on this for their entire time at St. Bernadette's Catholic Primary School.

The gifted and talented register is reviewed mid-way through the Spring term and at the end of the Summer term.

5.3: Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil grouping (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of Gifted and Talented pupils in some groups, there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for Gifted and Talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.

- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their work, carry out tasks unaided, evaluate their work and become self-critical.

5.4: Out of class activities

The following are offered on a regular basis and, although benefit all pupils, are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills.

- WOW days
- School clubs
- Musical and sporting activities
- Work in partnership with Secondary schools
- Projects designed to utilise the gifts and talents of those on the gifted and talented register.

5.5: Co-ordination and monitoring

The Inclusion Team has overall responsibility for co-ordinating the monitoring of progress and ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

Appendix 6: English as an Additional Language (EAL)

6.1: Definitions

Children with EAL are defined as having ‘a language other than English spoken at home.’ These pupils may also be referred to as being bilingual. The term “bilingual” refers to pupils who have regular access to more than one language.

This group includes a wide range of experiences, from newly arrived pupils in the early stages of English language acquisition to more advanced learners of English. At St Bernadette’s Catholic Primary School we have a significant proportion of EAL students. General teaching practices are modified in accordance with the Milton Keynes Ethnic Minority Achievement Support Service ‘Supporting Pupils with English as an Additional Language’ policy as follows:

6.2: Teaching and Learning

We provide a supportive and inclusive learning environment based on the following features:

- Structured lessons that draw pupils in from the start of the lesson
- Active and engaging tasks which encourage all pupils to participate
- Teaching and learning strategies that are oral and interactive
- An emphasis on short-term planning, which includes planning for input and support from other adults in the classroom, focus groups and individualised strategies, to ensure the learning opportunities are maximised.
- Subject-specific language skills and conventions of particular forms of writing, which are made explicit and demonstrated by the teacher
- Planned opportunities for oral rehearsal in pairs and in small groups
- A requirement that pupils apply learning, supported by group work, before moving to independent activity.

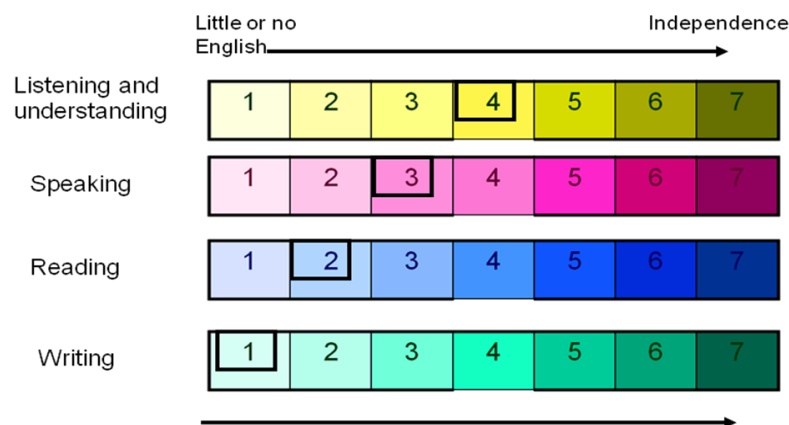
6.3: Assessment

As we have a high proportion of mobility of EAL children into our school, assessment procedures are flexible according to their point of entry. Many pupils arrive in school mid-term, and are at different levels of English language acquisition. Some may present as having no English at all. The Inclusion Leader will liaise with specifically trained teaching assistants to conduct assessments within their first two weeks of starting school.

Upon entry to Key Stage 1 or Key Stage 2, EAL children are assessed according to the Language Acquisition Stages in the four strands of NASSEA (Northern Association of Support Services for Equality and Achievement):

- Listening and Understanding
- Speaking
- Reading
- Writing

These strands are levelled from S1, a newly arrived pupil with few word knowledge, to S7, a child that has the full range of Literacy skills, enabling them to be assessed fairly using the National Curriculum. These skills have been found to develop in this order, as demonstrated in the diagram below:



If a child is assessed at S5 or under, an individual EAL target is set and reviewed on a termly basis. This is recorded on an EAL Target Plan, and kept in the Inclusion File. Those at above S5 will have their Literacy target as the other children and be monitored accordingly. Provision for these children is the class teacher's responsibility, together with the teaching assistant. Visual cues, multi-lingual resources and ICT support will be used accordingly to allow the EAL child to access the curriculum.

Upon entry to the Foundation Stage, the Early Years Foundation Stage EAL MK Council steps are used, looking at these four strands:

- Understanding of Language
- Listening and Attention
- Social Skills
- Speech Sounds and Talk

These strands are levelled from levels 1 - 6, and act as initial assessments focusing on Speaking and Listening. If a child is levelled at levels 1 - 2 when they start, an EAL Target Plan is created with a target that is set, monitored and reviewed on a termly basis. This plan is kept in the class Inclusion File. Opportunities for talk in both English and their home language are created and valued as learning experiences where possible.

Both of these assessment procedures are used across schools in Milton Keynes, and have been adopted according to advice from the Local Authority.

Targeted interventions are provided to identified children. The Inclusion Leader / Inclusion Team, together with the class teacher and the trained teaching assistant will identify children requiring this support. The class teacher is responsible for implementing EAL targets and differentiating work for EAL children.

6.4: Newly Arrived EAL children

Newly arrived EAL children will receive support from a buddy in class and from the class teacher and teaching assistant to allow them to become familiar with class and school routines in the initial phase. From the parental and child interview to the time the child enters the class, there is a minimum period allowed of three days. This is to allow the class teacher to prepare any first language resources, train the buddy, and liaise with the teaching assistant regarding initial assessments and home language support, to enable the child to settle to the new environment.

The school office must inform the Inclusion Leader of the child's start date. The period of notice is three days. Where possible, an initial meeting with the Headteacher and the Inclusion Leader should take place prior to the child's start date, with the family. Background information to determine a child's previous language experience and current level of achievement should be obtained, to give a fuller picture of the child's capabilities and needs. Bilingual staff may be used to support with this, or support from the Milton Keynes Community Language Service may be sought.

A newly arrived support pack provided for each class teacher, kept in the Inclusion file. Initial assessments in Maths and Literacy can be found in the support pack, and should be conducted with the child in the first two weeks of arrival. These assessments should be conducted in the child's home language where possible. A

First Language Assessment Pro-forma is also in the pack. The Inclusion Leader has access to further assessments and will liaise with the trained teaching assistant on the use of these, where necessary.

Following the initial settling period, children will continue to be supported through the use of key visuals, prompts, opportunities for success, and lots of encouragement. The following strategies may be selected from:

- Collaborative activities: *fostering participation and building confidence, e.g. card sorts.*
- Highlighting activities: *inclusive, e.g. spot the capital letters, counting words used most.*
- Sequencing activities: *organising stories by sequencing picture cards.*
- Barrier style games: *using a simple barrier or commercial examples such as 'Guess Who?'*

Children will be regularly monitored and progress assessed using NASSEA or EYFS steps, as detailed above.

Where necessary, the Inclusion Leader will request dispersed needs support from outside agencies.

Appendix 7: Medical Needs

7.1: Definitions

Children with additional medical needs are defined as having a condition for which medication and / or emergency care may be needed in school. It is a parental duty to inform the school of any medical condition that their child may have that can be thus defined. Prior to starting at St Bernadette's Catholic Primary School, parents fill out an admissions form requesting this information, which is handed into the office.

7.2: Medical Needs Register

Children with medical needs are kept on a register, updated by the key medical person of the office staff, and overseen by the Inclusion Leader / Inclusion Team. This register details the particulars of the medical need. They are organised in terms of severity. This register is shared annually with all staff, and updates shared with relevant members of staff.

7.3: Care Plans

For children with critical medical needs, such as an EpiPen for a nut allergy, or insulin needed for Diabetes, Care Plans are created in liaison with the School Nurse and other medical staff that are involved with the child's condition and treatment. These Care Plans show the child's photograph, their personal details, as well as details of the condition, treatment and when / how medication should be administered. This is important for all staff to be familiar with in the event of an emergency. All of these Care Plans are displayed in the staff room to enable staff to regularly remind themselves of these key children. These are covered up with a front cover so that they can be easily lifted for staff to look at, but keeps these children's details confidential.

Copies of the Care Plans are secured in the Medical File in the Medical Room. Care Plans with specific children's details are also kept in the inside of the cupboard door of each classroom to ensure that all staff that go in there are aware of the medical conditions and procedures for the children within that class. Plans are updated at least annually, sometimes termly or when needed, depending on the nature of the condition.

7.4: Medication

Parents of children requiring medicine administration during school hours will need to sign a parental consent form at the office, before any such medication should be given. This slip is stored with the necessary medication in a clearly labelled box, locked in the medicine cabinet in the Medical Room. The key medical person of the office staff will regularly monitor the medication to be sure that it is 'in date' and inform parents if it needs to be replaced.

7.5: Training

The Inclusion Leader will arrange any necessary training for staff. Emergency EpiPen training will be arranged annually for all staff. Specific medication administration for individual children will be provided on a 'needs' basis. For example, a child with Diabetes would mean training would be necessary for the teacher, teaching assistant and any relevant staff member that regularly spends time with the child. The key person in the office responsible for medical needs will usually administer regular medications, and will therefore need regular training according to the school's medical needs. The key medical person for the office is currently Mrs Catherine Oldfield.

Appendix 8: Learning Mentors

8.1: Definition of Learning Mentoring

A Learning Mentor provides support and guidance to children, young people and those engaged with them. They work to remove barriers to learning in order to support effective participation, enhance individual learning, raise aspirations and achieve full potential.

A wide variety of pupils are supported by the school's Learning Mentor including those who are underachieving, have social, emotional and behavioural difficulties or with attendance problems. Pupils are identified as those making less progress than their potential. They may be disengaged or lacking self esteem, have fallen behind with their work or find communication difficult.

8.2: Assessment of pupils needing emotional support

Pupils are identified initially through concerns raised by the class teacher or parents. Children may be referred for a variety of reasons, but should have clear evidence of at least one of the following:

- Underachieving (Comparing actual academic achievement against predictions)
- Poor social skills
- Disruptive behaviour
- Poor self-esteem, lacking in confidence or motivation
- At risk of exclusion
- Poor attendance
- Recent change in circumstances requiring urgent support
- Communication Difficulties

They are then assessed using an Emotional Literacy assessment. Children in receipt of Pupil Premium are also routinely assessed. Identified pupils will be supported both within and outside school, with parental consent. The work of the Learning Mentors encourages parental involvement and joint planning. Specific areas regarding a child's emotional literacy are then targeted through one to one sessions, group work and in class support. Progress is reviewed on a termly basis.

An overview of children that the Learning Mentor works with is kept and reviewed termly. Pupils are organised according to priority of need. High priority pupils will have an individual action plan, which is agreed in consultation with the class teacher, Inclusion Leader and parents. It will specify targets and how progress will be monitored, reviewed and evaluated. Medium priority pupils will be assessed prior to the planned intervention with the Learning Mentor, and afterwards. Some children, classified as low priority, may require minimal intervention, and the Learning Mentor may therefore be called upon when appropriate to support this child, in a less formal setting.

8.3: Objectives of a Learning Mentor programme

- To identify and remove barriers to learning that prevent children achieving their full potential
- To reduce exclusion and improve attendance and punctuality
- To raise academic standards
- To develop positive relationships with families/carers and outside agencies
- To regularly monitor and evaluate the Learning Mentor programme assessing impact and success
- To promote inclusion
- Contribute to the school's delivery of the Every Child Matter's outcomes

8.4: Exit

If the pupil has made significant progress and outcomes of the intervention can be matched against the referral criteria and emotional literacy assessment, the Learning Mentor, together with the pupil, parents/carers and staff may decide to construct an exit programme. However, in some cases, the Learning Mentor will continue to work with the pupil, conducting regular reviews.

Appendix 9: Documents/Record Keeping

All documents relating to the children and their Inclusion needs are considered private and confidential.

In the Class Inclusion File, there are:

- Copies of all documents relating to individual children with SEND
- Provision Maps
- SEND Overview for the Year Group
- FACT Assessments
- Copies of external agency reports
- EYFS EAL Assessments / EAL Target Forms
- NASSEA Assessments / EAL Target Forms
- Formats and Masters of all forms needed
- Useful information relating to the support of children with SEND, EAL and G&T children

In some instances, separate files for individuals or groups will be kept by the class teacher or teaching assistant.

N.B. Care Plans are not kept in the Inclusion File, but are attached to the inner door of the classroom cupboard to ensure easy access and transfer to covering teachers.

In the Inclusion Filing Cabinet, there are:

- Copies of individual plans, including HSPs, for individual children.
- Copies of external agency reports
- Applications for funding and statutory assessments

On the school network, in the Inclusion Folder, there is the:

- SEND Register
- EAL Register
- G & T Register
- Formats and Masters of all forms needed.
- Copies of HSPs
- Provision Maps
- Useful information relating to the support of children with SEND, EAL and G&T children

On the secure o drive and SIMs, there is:

- Medical Needs Register
- Copies of Care Plans
- Emergency contact numbers, including GP numbers recorded

Appendix 10: Glossary of Terms

EYFS: Early Years Foundation Stage (Children aged 3-5)

KS1: Key Stage One (Children in Years 1-2, aged 5-7)

KS2: Key Stage Two (Children in Years 3-6, aged 7-11)

G&T: **Gifted and Talented**

EAL: **English as an Additional Language**

NASSEA: Northern Association of Support Services for Equality and Achievement

SEND: **Special Educational Needs and Disability**

HSP: Home-School Support Plan for some children with SEND

EHCP: Education, Health and Care Plan

FACT: First Assess Communication Tool