



Chilton Primary School

Inclusion Policy

At Chilton Primary School we value the individuality of all of the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy is written in line with:

- National Curriculum
- Other whole school policies
- SEN Code of Practise

Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers;

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

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

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Learning and Teaching

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving their full potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. Year group objectives are differentiated to meet individual need and, if required, interventions are planned to accelerate progress towards personal attainment goals.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, ensure challenge through the use of higher order thinking and problem solving tasks so pupils can apply learning and understanding.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Curriculum Planning

To ensure children access the curriculum at their own level, the National Curriculum objectives are differentiated to meet the needs of all pupils no matter their attainment starting points. On-going teacher assessment ensures work is planned to ensure accelerated progress and therefore increased attainment.

Inclusion and English and Maths

To ensure all pupils reach their full potential pupils work is carefully differentiated to meet individual needs. Pupils are provided with relevant support from teachers and teaching assistants as well as a wide range of practical resources to help them achieve their full potential. English and maths are used in all areas of the curriculum, embedding basic skills. This enables all pupils to practice their skills and make progress which is in line with national expectations.

Staff regularly assess and monitor pupils to ensure this work is correctly matched to levels of attainment and support pupils in making good progress. Ongoing targets are set for all pupils which identify their next steps in learning. Pupils self monitor their progress against these targets.

Inclusion within the Early Years Foundation Stage

A detailed provision map outlines interventions and support provided in the Early Years Foundation Stage which supports all pupils in making good progress.

Teaching Assistants are given time to carefully plan interventions for groups and individuals. These interventions support outside agency programmes as well as offering support to pupils with a statements of special educational needs.

Inclusion within Key Stage 1 and 2

A provision map outlines interventions and support provided in each year group which supports all pupils in making good progress. Children who access increased support have a costed provision map provided to outline intervention. Teaching Assistants are allocated to classes according to percentage of special educational needs. Pupils with statements/EHCPs are provided with LSA support in class to aid progression in learning. Interventions are provided to children as individuals or in small groups. These follow in school intervention programmes, outside agency advice and to support pupils with a statements of Special Educational Need or EHCP.

Links to ICT

Pupils are provided with access to ICT to support learning where required. Cameras, video, large monitors and key boards, recording equipment, iPads and Netbooks are available for staff to use to enable pupils to access the curriculum. Some pupils are provided with equipment from outside agencies.

Interventions

Interventions are provided across school. These cover both academic attainments and emotional, social and behavioural support. These are all listed in Appendices 1 and 2 within the school's provision maps.

Links with Parents

At Chilton Primary School we ensure parents are fully involved with the education of their children. They attend formal parents meetings three times a year. Other meetings are arranged for individual pupils as required. These include Annual Review meetings, LDDIS meetings, referral discussions, meetings with outside agencies.

Links with Outside Agencies

At Chilton Primary School we have links with a wide number of outside agencies;

CAMHS

Educational Psychology Service

Learning Support Service

Behaviour Support Service

Crisis Response

Pupil Referral Unit

Assessment for Learning

Pupils identified as having a Special Educational Need or those identified as being More Able and Talented are assessed following whole school assessment procedures (please see Assessment policy). Teachers use the objectives from the National Curriculum which are differentiated to 4 levels and are tracked continually over the academic year.

Monitoring

Monitoring for all pupils is key in ensuring good pupils progress and driving school improvement. This is achieved by:

- Lesson Observations of Reading and Writing
- Learning Walks
- Work and Planning Scrutiny (SLT and Staff)
- Moderation
- Pupil Progress Meetings
- Mentoring and Coaching
- Demonstration Lessons

Children with a Disability

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Roles and Responsibilities

Governors: Monitor progress in learning for children on Inclusion register

Head Teacher: SENCO – referrals, parent meetings, meetings with outside agencies

Deputy Head Teacher (SENCO): Tracking information – groups and individuals, Pupil Progress Meetings

Teaching Staff: Plan and deliver lessons which meet needs of all pupils and are engaging and exciting. Assess pupils regularly using formative and summative assessments. Ensure good progress for all pupils

Teaching Assistants: Provide in class support for identified groups and individuals giving feedback to teachers. Provide interventions as required.

Parents and Carers: Support pupils with homework (including reading and spellings)

Pupils: take part in lessons with a positive attitude. Complete all tasks set both in school and at home.

Resources (Including Appendices)

Appendix 1 – Short Note Example (anonymised)

Appendix 2 – Intervention Plan (anonymised)

Date of Policy: 4th January 2016

Review Date: January 2018

Signed: *Anna F Caine*

Appendix 1 – Short Note Example



Quality First Teaching **Short Note for SEND / MAT**

Name of child: Pupil A

Date of birth: 18/1/05

Address: ?

School: Chilton Primary School

November 9th 2015

Discussion with the pupil and their parents:

A is a polite and caring girl. She has a good “Life” knowledge although this is limited to her own experiences. She takes part in class discussions and always tries to answer questions, her hand will shoot up and she often gives a very sensible attempt at an answer. A interacts with her peers generally well. So far this year we have not seen the ‘fallings out’ as last year and she seems happy and settled in school. She is always ready and well prepared in lessons.

A’s attendance is low – 85.56%. She also does not return homework. We have discussed the importance of homework, not only for learning but also to prepare her for her transition to secondary school. A is vulnerable on transition and needs to be flagged up to her secondary school as she will need additional support with her learning.

Areas of strength:

A enjoys school. Although many things she does find challenging, she remains keen to join in and share her thoughts and ideas. She contributes well in class and small group discussions as she always has an idea to share.

In maths she is beginning to use apparatus to work more independently and always attempts challenges and tasks. She gives 100% at all times and asks when she is unsure. She knows many small number facts for addition and subtraction but needs to further work on her table facts and linking these to division.

In Literacy, A often looks for reassurance about what she is writing. She is more successful at writing when given notes she can then use to compose her writing. She understands that her work needs to make sense and that basic grammar, spelling and punctuation needs to be accurate. She reads fairly accurately and makes some effort to answer fact retrieval questions correctly with support.

Areas to develop:

In Maths A finds recalling of tables facts hard and is unable to apply these to division. She has limited understanding of language in maths and finds answering simple single step problems challenging. A is well behind Age Related Expectations.

A needs to develop the ability to work more independently in writing. She must learn to make and use her own notes to support what she wants to write whilst at the same time ensuring the basics in writing are maintained. In reading, she needs to look for key words in questions being asked and find those in the text given in order to find answers to fact retrieval questions. A needs to be accurate with this before working on the more difficult questions which involve inference and deduction. It is currently unlikely A will reach the Age Related Expectations for Year 6.

The parents' concerns:

A mother has not attended any of the meetings so far arranged in school and does not respond to contact via text or letter.

The agreed outcomes sought for the child:

A needs:

Small Group working daily for maths with individual curriculums planned

Apparatus to support independent working

Small achievable steps to explain tasks

Focus on one operation at a time and ensure secure before moving on

Pace which supports her learning (this may require her working with a small group of pupils away from the main class)

Fact Retrieval Intervention for Spring Term (Reading)

Ensure A has notes to be able to use for her written outcomes

The next steps

Continue to support A in class for English and maths in a small group and small group withdrawal

Intervention daily for English and Maths in small group with JW and KJ after Christmas

Booster sessions weekly for GAPS differentiated to meet her needs

Teacher's signature:

Date:

Parent's signature:

Date:

Appendix 2 – Intervention Plan Example

<u>Class:</u> Year 6	<u>Term:</u> Spring Term	<u>Session:</u> Earlybird
<u>Teacher Responsible:</u> Mrs Dickenson / Mrs Caine	<u>Intervention delivered by:</u> Julie White / Kelly Jordan	<u>How Often:</u> Daily

Focus of Intervention (Summary)

Pupils all scored less than 10 on the arithmetic test and therefore are at risk of not achieving ARE. Pupils need to be given 10 mental arithmetic questions (as in paper) which they complete independently and then have these discussed. To begin with, do 10 of the same aspect daily (changing to another focus the following day UNLESS they are still unable to complete). Once confidence has increased, pupils are to begin to do 5 of 2 focuses, then 2 of 5 focuses and eventually 10 mixed up. They need to cover:

- Addition, subtraction, multiplication and division (decimals, 2 and 3 digit numbers, fractions, negative numbers, $\times 10/100$, $\div 10/100$ both for whole numbers and decimals)
- Charlie Anne will not be entered into the KS2 SATS tests and needs to be given basic skills of addition and subtraction which she completes with increasing support.

Children need to be split into 2 groups (both for ability and focus). Ty, Fern and Levi (plus Charlie Anne) in one groups and the others in the second.

Success of intervention will be measured by repeating the test at the end of this half term and measuring the progress in score.

Pupil Information:

<u>Name</u>	<u>Starting Level</u>	<u>End Level</u>
A		
B		
C		
D		
E		
F		

General Pupil Comments at start of intervention:

An initial discussion with pupils shows that in many cases it is a lack of confidence but also that

they are unable to remember what they were taught in Y5. Some pupils (C, E, F) are unable to cope with the pace that is needed and do not complete enough questions. B feels he has gaps in his learning from previous school and just needs his confidence building – he is capable.

Teacher / TA Comments at start of intervention:

These pupils are the ones at risk of not scoring enough on the arithmetic test at the end of KS2 to meet ARE. They need repetitive learning approaches and have the skills needed deeply embedded daily. Many children have poor memory and therefore are unable to recall the basic number operations they have been taught in Y5. In some cases (C, E, F) they lack independent skills and focus. They quickly drift off and need to be kept focused. They talk to each other and then distract the others in the group.

Pupil Comments at end of intervention:

Teacher / TA Comments at end of intervention:

Evaluation of Intervention by SLT:

