



## **Inclusion Policy**

### **Incorporating Special Educational Needs Policy**

**Revised in line with the new Code of Practice  
March 2016 – March 2017**

**Reviewed by: L Cutmore**

**Date: March 2016**

**Review Date: Annually**

**Due regard has been given to the Equalities Act 2010 and Special  
Educational Needs and Disabilities Code of Practice (2015)**

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

**‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)**

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”*

**SEN Code Of Practice (2015 : Para 1.24)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies : 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice 2015**

# Bowmansgreen Primary School

## Inclusion/SEN Policy

Adopted: March 2016

Review date: March 2017

### Contents:

1. Mission Statement	4
2. Legislative Compliance	4
3. Groups of learners	4
4. Inclusion Statement	5
5. Aims and objectives	5
6. Responsibilities	6
7. Arrangements for coordinating provision	6
8. Allocation of resources	7
9. Inclusion of pupils with SEN	7
10. Inclusion of pupils with English as an additional language	10
11. Inclusion of pupils who are looked after in local authority care	11
12. Inclusion of pupils who are more able and/or talented	15
13. Access to the curriculum	17
14. Evaluating the success of provision	17
15. Complaints procedure	17
16. In service training CPD	18
17. Working in partnership with parents	18
18. Links with other agencies and voluntary organisations	18

## **Mission Statement**

**'ENJOY, LEARN ACHIEVE'**

At Bowmansgreen Primary, we aim to provide a happy, secure environment in which all children will grow and develop intellectually, emotionally, spiritually, socially and physically. We believe in equal opportunities for all and the need to eliminate discrimination of all kinds. Our aims have been developed in line with the five principle themes of Every Child Matters.

At Bowmansgreen Primary School we want to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

## **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015

Ofsted Section 5 Inspection Framework April 2015

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

## **Groups of learners**

This policy specifically outlines how we meet the needs of some of the most vulnerable groups of children. However at Bowmansgreen we are a fully inclusive school and aim to meet the needs of all groups of children. The September 2015 Ofsted Common Assessment Framework outlines the following groups. As a school we aim to ensure that all children that fall into these groups are fully included and reach their full potential.

- disabled children and learners and those who have special educational needs
- children and learners in specialist provision
- boys/men v girls/women
- the highest and lowest attaining children and learners
- children and learners for whom English is an additional language
- children and learners from minority ethnic groups
- Gypsy, Roma and Traveller children and learners
- lesbian, gay and bisexual children and learners
- transgender children and learners
- young carers

- children and learners attending alternative provision
- children and learners with medical conditions
- disadvantaged children and learners
- children looked after and care leavers
- children and learners of different religions and beliefs

## Inclusion Statement

- At Bowmansgreen we endeavour to achieve maximum inclusion of all children (***including vulnerable learners***) whilst meeting their individual needs.
- Teachers at Bowmansgreen provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- At Bowmansgreen we strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Aims and Objectives of this Policy

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

## **Responsibilities**

The headteacher and the governing body at Bowmansgreen have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the on-going effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**The name and contact details of the SEN co-ordinator – Lisa Cutmore**

**The name and contact details of the Designated Teacher for Looked After Children – Lisa Cutmore**

**The name and contact details of the Ethnic Minority Achievement co-ordinator – Christina Smith**

## **Arrangements for coordinating provision**

The SENCo will hold details of all support records such as the SEN Register, Inclusion register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

**All staff can access the following documents:**

- Bowmansgreen Primary School Inclusion/SEN Policy.
- A copy of the full SEN/Inclusion Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' specific educational needs where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Hertfordshire SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's provision.

## **Allocation of resources**

For those pupils with the most complex needs, additional funding (ENF or Exceptional Needs Funding) is retained by the local authority. This is accessed through the school's cluster group. The cluster lead SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources are used.

A number of pupils may also receive interventions funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

## **Inclusion of pupils with SEN**

### ***Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.***

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

### **A graduated approach: 'Every Teacher is a Teacher of SEN'.**

#### **Quality First Teaching: 'The baseline of learning for all pupils'.**

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with Bowmansgreen.
7. A pupil will be monitored if a concern is raised by parent or teacher but this does not automatically place

the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

8. Pupil progress meetings, continual summative teacher assessment and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

## **SEN Support:**

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with Bowmansgreen's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a pupil with SEN support, parents will be informed. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.



## **Do**

The class teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviewing pupil progress will be made at termly 'Pupil Progress Meetings'. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and class teachers.

## **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and any outside agencies work with the child.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have

the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://bowmansgreen.herts.sch.uk/parents-area/policies/> in a document called School Core Offer for Special Educational Needs and Disability.

## **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it

is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **Inclusion of pupils with English as an additional language**

### **Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### **Admissions**

No pupil will be refused admission to Bowmansgreen on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

## **Inclusion of pupils who are Looked After in Local Authority Care**

Bowmansgreen recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

This policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, the Role and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009) and the Hertfordshire Policy Statement on Children Looked After and should be read in conjunction with it. Bowmansgreen has been issued with a copy of each document and also refers to the Virtual School page on the Hertfordshire GRID for Learning.

It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility for day to day decisions is often delegated to the foster carers or staff at the residential home. Bowmansgreen are aware that it is important to ascertain who holds PR and what, if any, authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

Bowmansgreen will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### ***Within School Systems:***

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated;
- To advise on most effective use of the Pupil Premium during the Personal Education Planning meeting.

- To ensure that the Pupil Premium funding and additional budget share funding, where relevant, is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced.
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc;
- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in Children's Services, (CS) and birth parents where appropriate
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date, used on a need to know basis to help the student overcome obstacles to learning and progress;
- To track and support the educational progress of all children who are looked after in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement by use of the Pupil Premium funding to accelerate progress,
- To intervene if there is evidence of absence from school or internal truancy;
- To inform the planning and where relevant, transition for children looked after post 16.
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them.
- To report to the Governing Body at least on an annual basis ( preferably each term) on the outcomes for children looked after
- To have completed the iLearn on-line learning module/s specifically for Designated Teachers and to attend other training as appropriate
- To support the Quality Assurance Process for PEPs and for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after

### **Work with Individual Children Looked After**

- To discuss with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To ensure that the Pupil Voice section of the Hertfordshire Personal Education Plan is completed for each child and is the result of a one to one meeting so that the views of the student are faithfully represented in the PEP;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;
- To supervise the smooth induction of a new child looked after into the school.
- To develop in-school strategies to track, promote and accelerate the achievement of looked after children and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies

### *Liaison:*

- To liaise with the member of school staff responsible for monitoring children on the Child Protection Register;
- To develop good communication with Children's Services, (CS) staff so that the Personal Education Plan is supported by the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues in Children's Services, (CS)

- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school role to the Virtual School as requested – attainment termly and attendance each month.

#### *Training:*

- To cascade training to school staff as appropriate.
- To attend the annual Designated Teachers conference and participate in area cluster groups for additional training and to share good practice.
- To develop knowledge of procedures by attending training events organised by the Children's Services, (CS), the Virtual School or local Designated Teachers cluster groups,
- To complete the iLearn on-line learning module and regular updates.
- To keep informed of any updated guidance from DfE or other research or policy.

#### *The role of the Link Governor*

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked after pupils in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions; and
- Pupil destinations after leaving the school

Our Link Governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- The National Curriculum;
- Public examinations;
- Additional interventions to support educational progress e.g. One to One tuition
- Careers and Youth Connexions guidance;
- Additional education support;
- Extra curricular activities; and
- Work experience
- The most effective use of the Pupil Premium to raise attainment

The Link Governor is encouraged to support the Quality Assurance Process for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after if offered to ensure and confirm the schools' best practice

The Link Governor will be expected to have completed any training recommended by Hertfordshire's Virtual School.

## **School Responsibility**

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher and/or the Designated Teacher for Children Looked After.

It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

## **Admission Arrangements**

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility\*. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

## **Involve the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

## **Communication with Other Agencies**

Schools should ensure that a copy of all reports (e.g. End of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School.

Schools and education and social work colleagues within Children's Services should endeavour to co-ordinate their review meetings, e.g. to have an Annual or a Statement Review and a Personal Education Plan meeting or review.

It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering a change of course, there is a change of care placement or there are significant issues that will affect educational provision eg; behaviour or attendance.

## **Assessment, Monitoring and Review Procedures**

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will identify specific areas of focus and include targets and associated action to improve the student performance or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Educational Data so that progress may be easily tracked between Key Stages
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour;

The PEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

The Link Governor will report annually to the Governing Body on the progress of all children looked after against the key indicators outlined above.

\*Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.

Ref

Section 576 Education Act 1996

Children Act 1989 (amended)

'If this were my child' (Local Government Information Unit 2003)

The Pupil, Premium: How schools are using the pupil premium to raise achievement for disadvantaged pupils (DfE 2012)

## **Inclusion of pupils who are more able and/or talented**

In this section the term 'more able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- |                               |  |
|-------------------------------|--|
| • Physical talents            | sports, games, skilled, dexterity  |
| • Visual/performing abilities | dance, movement, drama   |
| • Mechanical ingenuity        | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership      | organiser, outstanding team leader, sound judgements                           |
| • Social awareness            | sensitivity, empathy,  |
| • Creativity                  | artistic, musical, linguistic  |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.



The aims of Bowmansgreen make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

## **Identification**

Before identifying any child 'more able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil is identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

## **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.



## **Access to the curriculum**

**All** pupils within the school will be given access to a broad and balanced curriculum. For some this may require reasonable adjustment through the specialist provision provided by the school as is necessary. As far as possible the school, will endeavour to take into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with additional needs alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and through Hertfordshire County Council. Bowmansgreen staff members also attend twilight sessions and inset training to further develop skills and knowledge.

### **Ensuring Access to the Curriculum for ALL Pupils:**

**The Head Teacher, SENCo and Senior Leaders are responsible for:**

- Keeping Bowmansgreen staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.

## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire. (This will be carried out in the summer term).

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school offers an Open Door policy where parents can access the SENCo and Class Teachers and Head Teacher regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

## **Complaints procedure**

Bowmansgreen has a Complaints Procedure that is published on the school website.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary.

## **In service training (CPD)**

We aim to keep all Bowmansgreen staff up to date with relevant training and developments in teaching practice in relation to the needs of all of pupils within school.

Bowmansgreen seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN, CLA and Inclusion courses, Cluster SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at Bowmansgreen Primary School.

## **Working in partnerships with parents**

Bowmansgreen believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN to enable personal success
- Parental views are considered and valued

The SENCo provides support to teaching staff throughout the school upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters and can be contacted via the Bowmansgreen School Office.

## **Links with other agencies and voluntary organisations**

Bowmansgreen continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within Bowmansgreen. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Class Teacher and SENCo who will then inform the child's parents.

Bowmansgreen Primary School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and Class Teachers are the designated persons responsible for liaising with the following:

- Hertfordshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Virtual Schools
- Traveller Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep Bowmansgreen staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed \_\_\_\_\_ [Deena Chetty] (Head Teacher) Date \_\_\_\_\_

Signed \_\_\_\_\_ [Lisa Cutmore] (SENCo) Date \_\_\_\_\_

Signed \_\_\_\_\_ [Rev. L. Fawns] (SEN Governor) Date \_\_\_\_\_