



INCLUSION POLICY

MISSION STATEMENT

To create a vibrant and inclusive school community where all children are provided with a broad, skills-based curriculum, and where they can develop as confident, independent, self-aware and thoughtful learners.

INTRODUCTION

At Thomas's Academy we believe this policy should be an overarching policy, true to the school's vision and aims. It makes clear the importance of; leadership, the culture within the school, policy and practice. Our inclusion policy must be linked to other school policies; teaching and learning, English, Maths and all other curriculum policies, equal opportunities, health and safety, behaviour, anti-bullying, child protection, PSHE, sex and relationships, racism, and admission. This policy is written in regard to the:

- SEND Code of practice 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

INCLUSION STATEMENT

- We endeavour to achieve maximum inclusion of all children (including under achieving learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and using known strategies and providing materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special educational needs 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 under achieving groups of learners and others.
- English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for under achieving learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between under achievement and special educational needs. Some pupils in our school may be under achieving but will not necessarily have special educational needs. 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 achieve 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 schools budget.

AIMS AND OUTCOMES OF THIS POLICY

The aims of our inclusion policy and practice in this school are:

- 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 under achieving 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 under achieving 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

STAGE 1- WELL DIFFERENTIATED, QUALITY FIRST TEACHING, INCLUDING, WHERE APPROPRIATE, THE USE OF WAVE 1 OR WAVE 2 INTERVENTIONS. ALL UNDER ACHIEVING LEARNERS TO BE INCLUDED ON A WHOLE SCHOOL PROVISION MAP

- All learners will have access to quality first teaching.
- Language acquisition is promoted through a range of good, inclusive strategies, differentiation of the usual school curriculum and interventions where appropriate.
- Some under achieving learners will have access to Wave 1 or Wave 2 interventions. They will need to make accelerated progress but will not necessarily be pupils with special educational needs.
- All under achieving learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

IDENTIFICATION AND ASSESSMENT AT STAGE 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, base-lining, EYFS baseline and other scores, reading ages, other whole-school pupil progress data
- classroom based assessment and monitoring arrangements (Pupil Progress Meetings, Termly Intervention Progress Meetings and the cycle of assessment)
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a whole school provision map for all under achieving learners which clearly identifies pupils receiving additional provision from the school's devolved budget or in receipt of SEND funding. This provision map is updated termly through Pupil Progress Meetings, Target Tracker data and TIP meetings
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- involving an external agency where it is suspected that a special educational need is significant

- EHCP's/Statement of SEN.

CURRICULUM ACCESS FOR UNDER ACHIEVING LEARNERS

Where children are under achieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions (see appendix I- Intervention Map)
- other small group withdrawal/ class support
- Variety of teaching strategies
- individual class support / individual withdrawal
- bilingual support/access to materials in translation (Duo lingo app, EAL support section of Purple Mash, EAL Induction, bilingual books and Young Interpreters)
- further differentiation of resources
- Home Learning support club
- SEN Support Plans (SSPs)

MONITORING AND EVALUATION

The monitoring and evaluation of the effectiveness of our provision for under achieving learners is carried out in the following ways:

- Classroom observation by the SENDCo, senior leaders and subject leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling and case studies
- Scrutiny of planning
- Teacher interviews at pupil progress meetings/ and TIP meetings
- Informal feedback from all staff
- Feedback from external agencies supporting a child with SEND
- Pupil interviews when setting new SSP targets or reviewing existing targets
- Pupil progress tracking using Target Tracker assessment data (whole-school processes)
- Monitoring SSPs and SSP targets; evaluating the impact of SSPs on pupils' progress
- Attendance records and liaison with EWO (Peter Whitton)
- Regular meetings about pupils' progress between the SENDCo and the Deputy head teacher
- Head teacher's report to governors

STAGE 2- ADDITIONAL SEN SUPPORT

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's whole school provision map).
- It may be decided that a very small number, but not all of the pupils on the SEN list will require additional SEN funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 approx. above the Average Weighted Pupil Unit has been, or will need to be, spent on a pupil within any one financial year (in order to meet his or her special educational needs) an application will be made to the Local Authority.
- This usually occurs when a pupil has a significant, severe and sustained need, as such it is necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

- Our approach to Record of Development, follows the SEN Code of Practice 2014 of assess, plan, do and review cycle.

Our Record of Development is a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended

- Our Record of Development will be additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Aims will address the underlying reasons why a pupil is having difficulty with learning

- Our Record of Development will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the aims and strategies, where possible.

- Our Record of Development will be based on informed assessment and will include the input of outside agencies

- Our Record of Development have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated at least termly (December- March- June)

- Our Record of Development target(s) will be covered and evaluated weekly

- Our Record of Development will be clear about what the expected outcomes are by the end of the given period

-Aims for a Record of Development will be arrived at through:

- Discussion between teacher and SENDCO
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with a specialist (from an outside agency)

STAGE 3- STATEMENT OF SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLAN

• Pupils with a statement of special educational needs or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

• Our school will comply with all local arrangements and procedures when applying for:

- SEN Funding
- An Education Health and Care Plan. We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget at an earlier stage.

INCLUSION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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.

Admissions

No pupil will be refused admission 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 their first language which will facilitate the admission process and provide key information about our school. The pupil will have access to a welcome and induction 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:

- initial assessment of EAL using a Language Assessment to inform staff as to what knowledge and understanding the child already has will be undertaken by the Deputy head teacher.
- Children will be streamed for Phonics lessons, but other than this they will learn alongside their classmates.
- work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated home learning 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 (depending on the age and current knowledge of English different teaching approaches will be used)
- 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
- progress of EAL pupils will be monitored against the EAL Proficiency Stages (from Sept 2016). Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Deputy head teacher. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all under achieving learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

EAL Proficiency Stages
<p>A New to English</p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<p>B Early acquisition</p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<p>C Developing competence</p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<p>D Competent</p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<p>E Fluent</p> <p>Can operate across the curriculum to the level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without support across the curriculum.</p>
<p>N Not yet assessed</p>

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

INCLUSION OF PUPILS WHO ARE LOOKED AFTER IN LOCAL AUTHORITY CARE

Our school 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
- The school's Child Protection Lead includes:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review

INCLUSION OF PUPILS WHO ARE 'MOST ABLE' AND PREVIOUS HIGH ATTAINERS (PHA'S)

- In this section the term 'most able' refers to pupils who have a range of achievement at a very high level. Those children who are most able can have very well-developed learning skills across the curriculum. Children who achieve highly in English, Maths and Science are known as Academically Most Able (AMA) and children with talents in other areas of the curriculum are referred to as 'most able'.
- PHA's are children who exceeded age related expectations (ARE) at the end of the previous phase in their education in Reading, Writing or Maths. These pupils must be tracked to ensure to our best abilities that these pupils remain on track to exceed throughout their time at our school.
- 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 our school 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 most able children.
- As soon as a child starts school at Thomas's Academy staff will make general assessments and will highlight a group of pupils in their class as being 'most able'. Therefore we don't keep a register of 'most able' pupils due to the fluidity of this group within the class. This group within the class could change from one term to the next. As well as this, all pupils at our school have equal opportunity to achieve highly, so to put names on a register, makes this group too official. However, PHA's are on a register as they are a fixed group.

Identification

- Before identifying any child 'most 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 'most able' 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 should be 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
- Provision for most able children will be tracked on the whole school provision map.
- Identification of PHA's is through end of phase data- exceeding ARE at end of Reception and KSI

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
- We offer a range of extra-curricular activities for our children. These activities offer most able children the opportunity to further 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.

Management of Inclusion within our school

- The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Coordinator (SENDCo) and Deputy Head teacher (Clare James). The SENDCo (Jayne Scott) is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children (Miles Chester) 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 under achieving learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all under achieving learners and a positive and sensitive attitude is shown towards all pupils at all times.

Head teacher

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCo).
- The head teacher will be informed of the progress of all under achieving learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for under achieving learners
 - pupil progress meetings and TIP meetings with individual teachers
 - regular meetings with the SENDCo
 - discussions with pupils and parents

Special Educational Needs and Disability Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- maintain and analyse the whole-school provision map for under achieving learners (Deputy Head teacher to oversee this)
- maintain and analyse the SEN Report for all pupils with SEND
- identify on this SEN Report a staged list of pupils with special educational needs – those in receipt of additional SEN from the schools devolved budget, those in receipt of SEN funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with special educational needs
- liaise with and advise teachers
- manage other classroom staff involved in supporting under achieving learners
- oversee the records on all children with special educational needs
- liaise with parents of children with SEN, in conjunction with class teachers
- contribute to the in-service training of staff
- implement a programme of annual review for all pupils with a Statement of special educational need. Comply with requests from an Education Health and Care Plan Coordinator to participate in a review
- carry out referral procedures to the Local Authority to request SEN funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN from devolved budget), that a pupil may have a special educational need which will require significant support
- oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils
- monitor the school's system for ensuring that Record of developments (SEN Support Plans), where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- By leading TIP meetings, evaluate regularly the impact and effectiveness of all additional interventions for all under achieving learners (including those with special educational needs)
- meet at least termly with each teacher to review and revise learning objectives for all under achieving learners in their class who are being tracked on the school's provision map
 - liaise sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress
- attend area SENDCO network meetings and training as appropriate
- liaise with the school's Inclusion Governor (Mr Sam Merullo), keeping him informed of current issues regarding provision for under achieving learners, including those with special educational needs (nationally, locally and within school)
- liaise closely with a range of outside agencies to support under achieving learners

Class teacher

- Liaise with the SENDCO to agree :
 - which pupils in the class are under achieving learners
 - which pupils are under achieving and need to have their additional interventions monitored on the whole school provision map – but do not have special educational needs
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an SEN Support Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- Secure good provision and good outcomes for all groups of under achieving learners by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies” (SEN Code of Practice 2014)
 - ensuring effective deployment of resources to maximise outcomes for all groups of under achieving learners

Specialist support

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- All staff will be trained in how to best support all under achieving learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school through the Local Authority.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Publishing our 'School Offer' for SEN on our website
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
 - encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
 - instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- offering termly review meeting between the class teacher and parents
- making parents and carers aware of the Parent Partnership services
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an additional language

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and during Year 5 and 6 will offer transition meetings to all pupils in receipt of additional SEN and all those with statements of Special Educational Needs/EHCP's.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the deputy head teacher or head teacher. The governor with specific responsibility for Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The name and contact details of the **SEND Co-ordinator**

Mrs Jayne Scott

Please contact through the school office

The name and contact details of the **Deputy Head teacher for Curriculum and Inclusion**

Mrs Clare James

Please contact through the school office

The name and contact details of the **Child Protection Lead (Designated Teacher for Looked After pupils)**

Mr Miles Chester

Please contact through the school office

The name and contact details of the **Governor with responsibility for inclusion**

Mr Sam Merullo

Please contact through the school office

This policy will be reviewed at least every year		
Created: October 2009	By:	Clare McGlashon
Latest Review: March 2014	By:	Clare James, Deputy Head
Latest Review: January 2016	By:	Jayne Scott, SENCo
Latest Review: September 2016	By:	Clare James, Deputy Head
Latest Review January 2018	By:	Clare James, Deputy Head & The Personnel, Policies and Safeguarding Committee
Next Review: January 2019	By:	Clare James, Deputy Head & The Personnel, Policies and Safeguarding Committee



Appendix 1

Intervention Map

Area of Need	Universal- Wave 1	Targeted- Wave 2	Specialist Support- Wave 3 (SEN Support, Statement/EHCP)
<p style="text-align: center;">Learning and Cognition</p>	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome. Guided reading Pre-teaching and post- teaching Visual timetables. Illustrated dictionaries. Use of writing frames. Access to ICT In class support from LA. Focused group work with CT. Use of visual aids/modelling Streamed Phonics Groups 1:1 Reading Volunteers Read, Write Inc. English and Maths 5 minute Number Box Talk for Writing 	<ul style="list-style-type: none"> Individual handwriting / spelling with LA/CT or other 1:1 reading or phonics interventions Maths Whizz Freshstart Interventions led by CJ and SK to plug gaps across the English and Maths curriculum 	<ul style="list-style-type: none"> Intense English and Maths support. Additional phonics training Input from SLIT (hearing impaired, English, Maths) Input from Speech and Language Therapy Psychology in Education Jack Tizard Outreach Service (children with severe delays) Queensmill Outreach Service (children with ASD) Learning Talking
<p style="text-align: center;">Communication and Interaction</p>	<ul style="list-style-type: none"> Differentiated curriculum planning, delivery and outcome e.g. Structured school and class routines. (e.g. Whole body listening) Group games Makaton 	<ul style="list-style-type: none"> In class support from TA with main focus supporting speech and language. Social and Communication Skills group Simplified language, increased visual aids/modelling etc. Visual timetables. Use of symbols and cue cards Talk Boost in EY and Year 1 Learning Talking with SALT 	<ul style="list-style-type: none"> Speech and Language support from SALT followed up in school through programmes and targets. Talk Boost in EY and Year 1 Learning Talking with SALT Input from Queensmill Autism Outreach Service. Support for alternative forms of communication – e.g. Makaton and PECS (SALT to advise on both of these.) Visual timetables Photo Sequence cards displayed in class Sensory games to encourage vocabulary and language skills Speech and Language Impairment Team (SLIT) input
<p style="text-align: center;">Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> Whole school behaviour policy School House Points System and Sanction system (see Behaviour Policy)- Dojo's Golden time Inspiring Living/ PSHE/ Circle Time 	<ul style="list-style-type: none"> Just Stop and Think! By Fiona Wallace (see Clare for this) Learning Assistants to deliver need specific/personalised intervention for vulnerable pupils Individual Behaviour Chart (shared drive) Behaviour Contracts and agreements (Shared drive) Regular meeting with parents or use of a Communication Book Implement a Risk Plan and Procedures form (Shared drive) 	<ul style="list-style-type: none"> Learning Assistants to deliver need specific/personalised intervention for vulnerable pupils Meditation sessions Individual Behaviour Chart Input from ITP Read or create Social stories Nurture sessions Social Skills group Regular meeting with parents or use of a Communication Book Implement a Risk Plan and Procedures form Support from Primary Mental Health Worker
<p style="text-align: center;">Sensory and Physical</p>	<ul style="list-style-type: none"> Flexible teaching arrangements. Staff aware of implications of any impairment. Use of 'School Sensory Room' and resources 	<ul style="list-style-type: none"> Motor skills programme from Occupational Therapy Chat time Use of 'School Sensory Room' and resources Physiotherapy programme Jack Tizard Outreach Service Support from SLIT (ToD) 	