

# **Dudley Infant School**

## **INCLUSION POLICY March 2010**

To be reviewed 2013

### **1. The aims of provision for pupils with additional needs.**

1.1 Our school vision states that 'children come first', it is our intention to establish an inclusive school community which provides opportunities for all children to develop academically, socially, emotionally and developmentally in an environment which stimulates and motivates personal learning. We acknowledge that for some children, there will be barriers to learning in the form of speech, language and communication difficulties, emotional, social and behavioural difficulties, physical, medical and other disabilities which may hinder their progress and these children will require additional support. Other children will have gifts or talents in certain areas and we need to ensure these are addressed and developed too. Some children's additional needs and support may have already been identified prior to starting school and others will become apparent during their time at Dudley. We will attempt to identify correctly, with specialist help if necessary, barriers to learning and make reasonable adjustments to provide the right kind of support.

1.2 All children deserve to be equally valued and we try to eliminate prejudice and discrimination and to provide a safe and nurturing environment where each child can develop to fulfil their potential.

We aim to enable children to relate easily to their peers and with adults and to understand that a certain standard of behaviour is necessary for social acceptance. We believe it is essential to establish good learning habits and to develop children's interests, skills and abilities to their full potential this may include children's extracurricular interests outside of school, such as ballet, drama, gymnastics or swimming. This intention is for all children including those with special additional needs as we value all children equally.

1.3 We are committed to inclusion in all areas of the school as set out in the Disability and Discrimination Act 2005. Inclusion is about equal opportunities for each learner, regardless of age, gender, ethnicity, impairment and background. Certain groups may be more vulnerable to underachievement and aim to be especially vigilant as to their overall progress, they include:

- Children with disabilities or impairments
- Learners with SEN
- Boys
- Gifted and talented children
- Looked after children (LAC)
- Children with English as an additional language (EAL)
- Children eligible for free school meals
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Children who are sick or caring for sick family members
- Children suffering from bereavement or loss through family breakdown
- Children whose parents are dependent on drugs or alcohol

1.4 Children start at Dudley with a wide range of experiences and from different socio-economic backgrounds. Many come from socially disadvantaged homes which may affect their starting point for learning. We recognise that children learn at different rates and there are many factors which affect their achievement including those listed above. Learning difficulties may be long term as with ASD or short term as with a speech and language difficulty that can be sorted through an intervention programme.

1.5 At any time in their lives an emotional problem ( eg. bereavement or family break up) arising from a child's home life can halt or even cause regression in development and consequently academic progress.

We strongly believe that as educators our role is to develop the whole child to become not only academically proficient but develop good self esteem to cope emotionally and socially. A problem with learning can lead to low self esteem and so we aim to be vigilant in supporting children to prevent them experiencing failure.

Key objectives

- 1 Our main objective is to provide 'quality, first teaching' to all children
- 2 To enable all pupils to feel included and motivated to learn
- 3 To identify any difficulties or strengths an individual may have and provide additional support in the classroom
- 4 Any child with specific learning needs will have extra support in the form of an intervention programme either set up by the school or an outside agency

## **2. Arrangements for coordinating additional provision**

2.1 The person responsible for the co-ordination and day to day provision for children with special educational needs (SEN) is the Inclusion Manager aided by her assistant. The Governors will appoint a SEN Governor. A member of the teaching staff has responsibility for the Gifted and Talented (G & T) children within the school.

2.2 The Inclusion Manager will keep a register of pupils with SEN within the school and a Provision Map detailing their additional needs. She will consult teaching staff on pupil progress at least once every two terms and be responsible for consulting with outside agencies. The Inclusion Manager will report regularly to the Head and Governors on SEN within the school.

2.3 The Gifted and Talented co-ordinator maintains a Gifted and Talented register and meets regularly with class teachers to ensure the needs of all registered are being planned for and met.

## **3 Governor's responsibilities**

3.1 The Head Teacher's report to governors will contain information on the number of children on the SEN register including any movement and a resume of the work being done in school. The Inclusion Manager will liaise with the governor responsible for SEN over significant issues that arise and at least once a year a Governor will make a school visit to observe and monitor the provision for Pupils with Special Needs.

3.2 The School Development Plan will include a focus on an aspect of the Inclusion

Policy and at the end of the year this target can be evaluated.

#### **4The class teacher's responsibility**

4.1 The class teacher will be responsible for the following:

- 1 To ensure they deliver 'quality first teaching' for all children as part of Wave 1 inclusive provision
- 2 To be aware of the school's procedures for identifying, assessing and making provision for each pupil in their care, including those with additional needs (SEN and G&T)
- 3 To guide and consult with TAs in their support of SEN children
- 4 To liaise with the Inclusion Manager and her assistant to devise and monitor provisions and individual learning targets
- 5 To set individual targets taking account of the Inclusion Statement in the National Curriculum 2000:
  1. To set suitable learning challenges.
  2. To respond to each pupil's diverse learning needs
  3. To overcome potential barriers to learning and carry out assessment for individuals and groups of pupils
  4. To ensure this is done for each child, acknowledging and catering effectively for, different learning styles, abilities and preferences.
  5. To ensure each teacher pursues their own professional development to maximise learning and teaching opportunities for all

#### **5. Teaching Assistance (TA) responsibilities**

5.1 Teaching assistants will be kept informed of the children who need additional support and the role they are required to play by the class teacher and or Inclusion Manager or her assistant. Support within the classroom will involve prompting, reminding, praising and supporting children to work independently. The TA will play a valuable role in observing and reporting back to the class teacher any successes or difficulties the child has encountered. Most work will be in the form of small groups but occasionally the TA may be required to work individually with a child on an intervention programme, this may involve keeping notes or records of the child's achievements to be shared with the class teacher.

#### **6. Additional Provisions**

6.1 Most additional provisions will be adaptations to the curriculum made by the class teachers using materials in school such as Widget /Makaton symbols to provide visual symbols to aid communication, buff paper or coloured acetate for dyslexic children, individual targets and rewards and class word banks which are used by all pupils to promote inclusion.

6.2 In addition to these whole class provisions there will be children who need more individual support. At present we are able to offer the following intervention programmes:

- 1 Bullseye 1 &2
- 2 EAL teacher (1 hour weekly)
- 3 Excellence Cluster Writing group
- 4 Five Minute Literacy Box
- 5 Five Minute Numeracy Box

- 6 Jump Ahead
- 7 Reading Recovery
- 8 The Excellence Cluster offer a yearly rolling programme of four additional courses organised for G&T children and delivered within the school.

## **7. Allocation of resources**

7.1 Dudley Infant School receives an allocation for SEN within its budget from the LEA under a formula common to all schools in East Sussex.

The school Inclusion Manager has a 0.3 allowance with a full-time Deputy Inclusion Manager who works within the Y1 and Y2 classes monitoring and assisting staff and SEN pupils also providing some out of class support for individuals with specific needs.

7.2 We believe that our biggest resource for such young children is in providing each class with a skilled TA and where necessary an Individual Needs Assistant (INA), for pupils with specific disabilities, learning or behaviour needs.

Allocation of the Capitation allowance of the budget will be reviewed regularly to ensure provision for the wide range of needs within the school; from special equipment needed for the use of small Special Needs groups and having the range of reading books to suit all children; to giving opportunities for the stimulation of the academically gifted child. Some of the budget allocation will also be used to purchase additional I.C.T. Equipment and software.

7.3 In addition to this the Excellence Cluster allocates a special budget to the school each year for gifted and talented provisions.

7.4 Identification of pupils with additional needs / access to the curriculum

At Dudley Infant School we aim to support all children following guidance laid out in the East Sussex Dyslexia Policy (see principles, section 2, roles and responsibilities, section 3). We will endeavour to have a specialist Teacher and TA trained in Dyslexia who will work with our linked school.

7.5 Identification of a child's individual needs may happen prior to starting school, in which case the Inclusion Manager will liaise with pre-school providers, parents and any other agency involved with the child to ensure a continuation of provision.

Identification of pre-school children with exceptional gifts or talents is made by the reception teachers on their transition visit to nurseries and play groups and is further discussed with parents during the home visit.

7.6 Where a member of staff or parent notices a child is experiencing difficulties in learning, the first step will be in class support, if there is no significant improvement the teacher will consult the Inclusion Manager to ensure the right help within school or from outside agencies is sought.

Regular Pupil Progress meetings will take place between teachers, Inclusion Manager and SLT to ensure children are making expected progress; this may involve addition or removal from the SEN register.

## **8. Differentiated curriculum provision**

8.1 The Foundation Stage and Key Stage 1 curriculums are taught to all pupils at

Dudley Infant School as appropriate to their age and ability. A creative topic/theme approach to the curriculum ensures pupil's individual learning styles and abilities are developed. The classroom organisation aims to create a working environment where there is differentiation to meet children's varying levels of ability and development, with an emphasis on developing independence, co-operation and confidence. A more detailed description of the planning and organisation to meet individual needs is found in the school's Policy for Teaching and Learning. Class teachers are ultimately responsible for meeting the needs of each child. Additional provision for children on the SEN register and those on the G&T register will be reflected in the weekly planning.

8.2 Support is given to SEN children by the teacher or TA within the classroom setting but occasionally individual children or small groups may be withdrawn for assessment by an expert or to work in a quieter space with an adult. The tasks undertaken in these settings are an always integral part of the class curriculum or it is an opportunity for extra individual input based around I.E.P. or individual targets.

8.3 All staff will be aware that children with additional needs will need:

- 1 More individual attention
- 2 Differentiated shorter tasks
- 3 Prompting and modelling by an adult
- 4 Rewards and reinforcements
- 5 Small group work
- 6 To experience success, feel valued and understood
- 7 Multi-sensory experiences
- 8 Knowledge of their learning style
- 9 To over learn
- 10 Continuity and consistency

## **9. Monitoring**

9.1 During the Foundation Stage regular developmental health checks are carried out to ensure children are physically fit to learn by the school and ophthalmic nurses. Continuous assessment of pupils through observation by all staff enables identification of gaps in learning and the necessity to provide for this in planning. Speaking and listening groups, visual aids and the Motricity programme are available to develop language, communication and co-ordination difficulties. Regular Pupil Progress meetings will take place between teachers, Inclusion Manager and SLT to ensure children are making expected developmental progress.

9.2 The Deputy Inclusion Manager will work closely with Y1 and Y2 staff to monitor and support pupils with SEN and report weekly to the Inclusion Manager to ensure the best possible support is available. Regular Pupil Progress meetings will take place at least once every two terms between teachers, Inclusion Manager/ Deputy and SLT to ensure children are making expected progress.

9.3 The G&T co-ordinator will regularly review additional provision and in discussion with the class teachers amend or update the register. As very young children mature and develop at different rates, early academic success may not be sustained this is reflected in additions to or removal from the G&T register.

## **10. School Action (SA)**

10.1 Any child a teacher identifies as experiencing difficulties in learning or failing to make progress should be carefully monitored in class and additional support either by herself or the TA be put in place. If the child continues to experience difficulties after a term of support, the teacher will approach the Inclusion Manager who will arrange to observe and if thought necessary and in consultation with parents add their name to the SEN register at 'school action'. The Inclusion Manager/Deputy will advise the class teacher of ways of supporting the child and if appropriate organise an intervention programme of additional support.

10.2 The child's progress will be continuously monitored by the class teacher and reviewed with the Inclusion Manager at regular Pupil Progress meetings.

A child making good progress at School Action Plus may be moved to School Action on the SEN register. A child making sustained good progress at SA will have their name removed from the register.

## **11. School Action Plus (SA+)**

11.1 If despite the above support the child continues to experience difficulties at SA and not make progress, or the services of an outside agency or expert are required, the Inclusion Manager will seek further professional help and again in consultation with parents the child's name will be registered at 'school action plus'. An individual education plan (IEP) showing learning targets and the small steps required to achieve them may be useful or a written behaviour plan which sets out the expectations for the child will be drawn up by the Inclusion Manager in consultation with the teacher, TA and parents. This will state the timescale for review.

## **12. School request for Statutory Assessment**

12.1 Any child failing to make progress at SA+ despite continued support, will be discussed with experts from outside agencies, including an Educational Psychologist at Team Action Planning (TAP) meetings in consultation with the parents. If the child's learning difficulties are deemed severe enough to warrant continued and intensive support the Inclusion Manager will apply for a statutory 'statement of educational need'.

## **13. Statement of Special Educational Needs**

13.1 A child with a 'statement of educational need' will have a list of statutory requirements of support. The school will do their best to provide for these requirements with an IEP, intervention programme, additional adult support or provisions as set out in the statement. The child's progress will be continually monitored by the class teacher and reviewed with the Inclusion Manager at Pupil Progress Meetings. This information will be shared regularly with parents. The statement will be reviewed annually to ensure the school can continue to meet the child's needs.

## **14 Provision mapping**

14.1 The Inclusion Manager and Assistant will continuously monitor additional provisions for children on the SEN register to ensure the support in place is appropriate. Details of provision mapping will be kept on the SEN SIMS programme.

## **15. Continuing Professional Development (CPD)**

15.1 The School will do their best to ensure adults working with children with additional needs are fully trained and kept up to date with the knowledge and skills necessary to perform their duties within the constraints of budget.

## **16. Outside Agencies**

16.1 Dudley Infant School will endeavour to work in close partnership with the Health Service, Social Services Department, Education Welfare, Speech and Language Therapy, Occupational Therapy, Language and Learning Support Service, Child and Adolescent Mental Health, Excellence Cluster, Torfield Inclusion Support, Early Years SEN and Educational Psychology. We will work in co-operation to meet the requirements of The Children's Act 1989 Section 27 and the Education Act 1993 Section 166 as stated in the Code of Practice paragraph 2:38.

The most regularly used of which are:

- 1 Regular visits by the School Nurse to share information and any concerns.
- 2 Liaison with the school Education Welfare Officer to investigate concerns when appropriate.
- 3 Inclusive Learning Tutor and Parent Support Advisors who work with individual children and their families
- 4 Regular visits by LLSS to offer support for literacy and numeracy

## **17. Parents**

17.1 At Dudley Infant School it is our intention to liaise very closely with parents to provide the most effective action to ensure the progress of their child.

- 1 Parents will be given information about the schools Inclusion Policy.
- 2 When a parent expresses a concern about their child, an observation and assessment of their child will be made by the class teacher and The Inclusion Manager or assistant who will decide whether any further support or action is required. The outcomes of this will be discussed fully with the parent.
- 3 Where a concern is raised by a class teacher following additional support within the classroom, the same course of action will be taken and parents will be involved from the outset.
- 4 Parents will be consulted when an I.E.P. is drawn up and when it is reviewed to include an agreed parental contribution to the new I.E.P.
- 5 There will be an agreement between parents and school if and when a referral is to be made to an outside agency i.e., Educational Psychologist.

## **18. Transition from Pre-school**

18.1 Once the reception class places have been allocated the Inclusion Manager contacts the pre-school providers to discuss children's additional needs. This may include a visit to observe the child and talk to the adults working with him or her in order to continue the provision on entry to school. The Inclusion Manager will contact

the Early Years Support Service to discuss any child they have been working with and arrange an appointment with the child's parents to discuss how best to support the transition and entry to school.

## **19. Transition to KS2**

19.1 Dudley and All Saints have joint Team Action Planning (TAP) meetings so information about children who will transfer in Key Stage 2 is shared between the two schools and the outside agencies which work with them.

19.2 The Inclusion Managers from each school liaise regularly and a Transition Plan which involves the sharing of information about pupils with additional needs, whole class and small group visits, children's information books and Key stage 2 teacher visits during Terms 5 and 6 is in place. This plan is reviewed and adjusted at the first TAP meeting of Term 1.

19.3 Regular liaison between All Saints and Dudley G&T co-ordinators takes place at local cluster meetings where provision and transition are discussed.

## **20. Access to learning and the curriculum**

20.1 The main building of Dudley Infant School was built early in the last century with an extension in the 1950s and a double demountable building added in 1990 prior to the Disability and Discrimination act. There is no unaided wheelchair access to the school and no disabled toilet but the Governors have consulted architects to make adjustments to the building to accommodate these changes (subject to planning permission and funding from the LA).

20.2 Since the admission of an incontinent child there is now a dedicated medical room with facilities for nappy changing.

20.3 Despite the limitations of the building the staff are sensitive to the additional needs of all children whether obvious as in a physical disability or subtle as in a child on the autistic spectrum. All pupils are encouraged to be as independent as possible within the limitations of their disability. We work together to promote a 'can do' attitude for pupils and staff. Where possible the school will ensure access to the curriculum, physical environment and information for all pupils, members of staff and people visiting the school.

## **21. Complaints Procedure**

21.1 Dudley Infant School will try at all times to be open and responsive to any parental expression of concern. We aim to provide open communication to parents concerning identification of need and plans for educational provision for an individual child.

21.2 The concerns and plans for provision should be shared: between teacher and parents/ Head teacher, Inclusion Manager and parents. We would hope that a concern shared at this level does not become a complaint. However, if a parent



wishes to express concerns formally they will be asked to put their concerns in writing to the Governing Body. An interview with members of the Governing Body will be arranged and minutes of this meeting will be taken by the Clerk to the Governors. The aim of this meeting will be to draw up an agreed plan of provision for their child a timed response target.

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