



Challenge For All

Inclusion Policy

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A. RATIONALE

Great Missenden Church of England Combined School is committed to providing Challenge For All pupils in order to ensure all pupils achieve their full potential. We believe all children have individual needs, strengths and talents which should be met through a challenging, enjoyable and enriched curriculum which provides opportunities for all children to work at their own level and pace. We recognise that many children may require additional support or additional challenge at some point within their learning journey.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to remove any barriers to learning which could hinder or exclude individual pupils. We believe all children should have the opportunity to flourish and feel safe. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children. We believe that some children have special abilities, and that nurturing these, is our responsibility. It is necessary therefore that we identify the level of children's abilities and offer appropriate challenges to those who are able, gifted or talented and appropriate support to those who require additional help in order to progress.

We are committed to inclusion and to promoting all aspects of the Every Child Matters agenda. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we treat all learners in the same way, but we respond to learners in ways which take account of their varied life experiences, strengths and needs. We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Learners with special educational needs (SEN)
- Learners who require support to learn English as an additional language (EAL)
- Learners who have physical disabilities
- Learners who require additional Challenge (G&T)
- Children who are looked after by the local authority
- Children who are at risk of disaffection or exclusion
- Travellers, asylum seekers and refugees

(Please see the following policies: Equality and Diversity Policy and Every Child Matters Policy)

B. AIMS

Having recognized that all pupils have individual needs, we aim for all pupils to achieve their full potential. Our school aims to provide all pupils with strategies for dealing with their individual needs within an environment which offers high levels of support and challenge as appropriate.

We aim to provide a differentiated curriculum which:

- enables every pupil to experience success
- provides a variety of stimulating, engaging and enjoyable learning activities which challenges all pupils appropriate to their individual needs and ability levels
- responds to pupils' diverse learning needs and encourages all children to be independent and self-motivated learners
- promotes individual confidence and a positive attitude
- ensures that all pupils receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- gives all individuals and groups of children equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identifies, assesses, records, monitors and regularly reviews pupils' progress and needs
- involves parents/carers in planning and supporting at all stages of their pupil's development
- works collaboratively with a wide range of other professionals and support services

We aim to provide a happy and safe school by:

- recognising, reflecting and celebrating pupils achievements, skills, talents, contributions and the diversity of all our pupils
- maintaining an ethos where it is good to be ambitious and achieve
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of pupils
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of our school community

We aim to secure inclusive education for all pupils by reviewing and evaluating what is done:

- Is each individual pupil achieving their potential and showing good progress ?
- Are there differences in achievement between different groups of children ?
- What provision is in place for pupils who are not achieving their potential ?
- Are our actions effective ?
- Are all our pupils happy in school ?

C. PERSONALISED LEARNING

At Great Missenden we believe the majority of children's needs can be met through Quality First Teaching and Personalised Learning. Pupils are grouped in classes according to age and as there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Personalised learning is "taking a highly structured and responsive approach to each child's learning in order that all are able to progress, achieve and participate" (Teaching and Learning in 2020 Review).

Through personalised learning we are able to include all pupils by:

- High quality teaching and learning with focused lesson objectives
- Precise target setting and rigorous and regular tracking of progress
- Focused assessment to ensure every child knows how they are doing and understands what they need to improve
- Effective intervention for children to enable all children to progress
- Varied groupings to allow for a wide variety of pupils strengths and weaknesses
- Adapting the learning environment to suit a range of learning activities e.g. visual resources, ICT resources, outside classroom
- Delivering a creative curriculum which caters for the needs and interests of all learners
- Offering an extended curriculum so that all pupils can discover and develop new interests and talents e.g. participation in extra-curricular activities, clubs and school trips.
- Supporting children's wider needs to remove barriers to learning e.g. developing self-esteem, attendance, home learning tasks

At times during their education, some children will be identified as requiring additional support or requiring additional challenge in a particular curriculum area.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA or the Inclusion Co-ordinator in order to acquire, reinforce or extend skills more effectively. Provision for all pupils is intended to enable them to make the greatest possible progress in the context of the National Curriculum and within their own personal development.

D. SPECIAL EDUCATIONAL NEEDS (SEN)

D1. DEFINITION

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational

provision means provision that is **additional to** or otherwise **different from** that which is made generally for pupils of the same age in other schools maintained by the LEA (*Education Act 1996*).

D2. ROLES AND RESPONSIBILITIES FOR SEN

Provision for all pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide differentiated tasks for all pupils, including those with SEN, in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs. The Inclusion Department supports the teachers with all of the above.

The **governing body** in co-operation with the head teacher has a legal responsibility for determining the policy and provision for pupils with SEN - it maintains a general overview and has an appointed representative (see appendix 1) who takes particular interest in this aspect of the school. Governors have statutory responsibilities outlined in the Code of Practice for Special Educational Needs (2001) and they report to parents on the fulfillment of the schools Inclusion Policy through the Governors' Annual Report to parents. Governors play a major role in school self-review and ensure that SEN provision has a yearly action plan and is an integral part of the School Development Plan.

The **head teacher** (appendix 1) has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the Inclusion Co-ordinator
- the deployment of all special educational needs personnel within the school
- She also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' Inclusion Policy and the effects of inclusion policies on the school as whole.

The **Inclusion Co-ordinator** (appendix1) in liaison with her deputy and assistant is responsible for:

- overseeing the day to day operation of the school's Inclusion Policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Multi-Agency Provision Plans and Group Education Plans (GEPs), setting targets appropriate to the needs of the pupils

- advising on appropriate resources and materials to use with pupils who have special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN list and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, CATS etc
- contributing to the in-service training of staff (teachers and LSAs)
- managing and supporting LSAs - running a weekly staff meeting for LSAs
- liaising with the SENCOs in feeder schools, secondary schools and/or other primary schools to help provide a smooth transition between schools
- The Inclusion Co-ordinator attends weekly senior management meetings and has regular input at staff meetings.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated and inclusive National Curriculum (reflected in their planning and classroom practice). They can draw on the Inclusion Department for advice on assessment and strategies to support inclusion
- providing additional and different provision for individuals and groups with special educational needs.
- making themselves aware of the school's Inclusion Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Learning support assistants work as part of the team alongside the Inclusion Co-ordinator and the teachers. They support pupils' individual needs, and help with inclusion of pupils with SEN within the class. They play an important role in implementing Multi Agency Provision Plans and GEPs and monitoring progress. They help pupils with SEN to move forward with their learning, by enabling them to access a broad and balanced curriculum. They also contribute to MAPP/GEP reviews and review meetings by giving feedback to teachers about pupils' responses to tasks and strategies. LSAs are made fully aware of the schools Inclusion Policy and the procedures for identifying, assessing and making provision for pupils with SEN through our Induction Programme. A planned programme of training is outlined within the schools' Annual Inclusion Action Plan.

D3. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2001) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises three broad levels of provision within the continuum:

- **School Action**
- **School Action Plus**
- **Statement.**

The Buckinghamshire SEN Handbook gives guidance on identification, assessment and review. Pupils with SEN are identified and their needs determined and reviewed through liaison with previous schools and settings, through screening procedures (e.g. C.A.T.S. and S.A.T.s results) and diagnostic checklists/ assessments (PIVATS, Phonic assessment, 'I can books' for numeracy) and through teachers' observations and any concerns expressed by teachers, parents or others who know the child.

D4. CATEGORIES OF SPECIAL EDUCATIONAL NEEDS

The SEN Code of Practice recognises four broad areas of need:

- **Communication and Interaction** - which includes language & Autistic Spectrum Disorders (ASD)
- **Cognition and Learning** - which includes specific learning difficulties e.g. Dyslexia
- **Behaviour, Emotional and Social development** - which includes conditions such as ADHD
- **Sensory and /or Physical** - which includes physical disabilities e.g hearing and visual impairments and sensory processing disorders

D5. LEVELS OF PROVISION FOR SPECIAL EDUCATIONAL NEEDS

School Action

School Action is characterized by group interventions that are different from or additional to the normal differentiated curriculum e.g. maths or literacy groups. School Action intervention is triggered when a teacher/ LSA / parent, has a concern that despite receiving quality, differentiated teaching a pupil:

- makes little or no progress over time despite receiving differentiated Quality First Teaching
- demonstrates difficulty in developing literacy or numeracy skills

- shows persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- makes little progress due to sensory or physical problems
- experiences communication and/or interaction problems

If the school decides, after consultation with parents that a child requires School Action support in order to make satisfactory progress, the Inclusion Co-ordinator in collaboration with teachers will implement a Group Education Plan (GEP). Parents will be closely informed of all actions and results.

School Action Plus

School Action Plus is characterized by a sustained level of support which involves external services e.g. Educational Psychology Service or a range of other LEA or Health service professionals. School Action Plus intervention is triggered through continued concern, supplemented by evidence, that despite receiving differentiated teaching and a sustained level of support a pupil:

- still makes little or no progress in a specific area over a significant period of time
- continues to work at National Curriculum levels considerably lower than expected for the child's chronological age
- has emotional/behavioural problems that often substantially impede their own learning or that of others despite having an individualised behaviour management programme
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

If the school decides, after consultation with parents that a child requires School Action Plus support in order to make satisfactory progress, a child may undergo more specialist assessment and /or observation and a Multi Agency Provision Plan will be put in place. This outlines the contributions made by teachers, parents and any external professionals involved in the child's provision. Parents will be closely informed of all actions and results and are encouraged to attend reviews and to play a full part throughout the process.

Statement

Only a very small proportion of pupils require a Statement of SEN. These pupils are likely to have severe or complex needs that require more specialist advice and support beyond what the school can offer.

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern.

D6. REVIEW OF PROVISION

Reviews of pupils at School Action, School Action Plus and with a Statement are normally carried out towards the end of each term. Pupils are fully involved. Parents are invited to discuss the GEPs and Multi Agency Provision Plans with the class teacher or Inclusion Co-ordinator if they wish to do so. LSAs are invited to provide input into the reviewing of targets and the writing of new targets. At the start of each term a copy of the reviewed paperwork is sent home to parents along with a copy of the new targets and GEPs. Class provision maps are also reviewed at the end of each term.

For pupils with statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It reviews the objectives and sets new long-term objectives for the following year if necessary. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report. Parents attend the annual reviews and the child's opinion is included and if it is felt appropriate the child may be invited to attend some of the meeting.

D7. ADMISSION ARRANGEMENTS

Great Missenden School prides itself on being an inclusive school. It acknowledges the range of issues to be taken into account in the development of truly, meaningful inclusion. All pupils are welcome, including those with SEN, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

E. GIFTED AND TALENTED

E1. DEFINITION

The Department for Education defines the group supported by the National Programme for gifted and talented education as:

"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with a potential to develop those abilities)"

In addition to this we identify learners who are gifted and talented relative to their peers in our own year groups or school. At Great Missenden we expect our gifted and talented register to represent approximately 10% of our children. **Gifted**, describes pupils who have the ability to excel academically in one or more subjects such as English, Maths, Science or any foundation subject. **Talented**, describes pupils who have the ability to excel in practical skills such as sport, leadership or artistic performance.

All types of abilities are recognised, not just those which involve high academic ability. Achievement in all of the following areas is recognised on the register:

- Intellectual and academic abilities (English, maths, science, humanities)
- Artistic and creative abilities (art, design, music and drama)
- Practical abilities (design and technology, mechanical ingenuity)
- Physical abilities (PE, sports and dance)
- Social abilities (personal and interpersonal, leadership qualities)

Gifted and Talented learners will be identified on ability rather than achievement, so that underachievers are amongst those identified. Children with multi-exceptionalities may be placed on both the SEN and Gifted and Talented registers.

E2. ROLES AND RESPONSIBILITIES FOR G&T

The educational provision for our gifted and talented children is the responsibility of the class teacher. The Inclusion Co-ordinator should advise teachers on planning, the types of provision which are appropriate and resources which could be used.

Subject co-ordinators are responsible for the provision within their subject area. They advise teachers on useful enrichment and extension activities relevant to their particular curriculum area.

The Inclusion Co-ordinator is responsible for:

- Aiding staff with identifying and monitoring gifted and talented children
- Updating the gifted and talented register on a regular basis
- Monitoring and evaluating provision for gifted and talented children throughout our school
- Identifying staff training needs and providing INSET
- Sharing good practice and ideas with staff
- Keeping up to date with current guidelines, research and initiatives
- Updating resources
- Informing head teacher and SLT about the quality of provision
- Liaising and reporting to designated governor
- Monitoring effectiveness of this policy

E3. IDENTIFICATION OF G&T PUPILS

We believe that there is no single perfect instrument for identification of gifted and talented children. We draw upon a wide range of information sources, including both qualitative and quantitative information. Everyone in school has a responsibility to recognise and value pupils' abilities. Identification will include elements of the following:

- Information from parents and carers
- Information from previous teacher, pre-school or school
- Teacher or staff nomination, using professional judgements, observations and class work through ongoing assessment for learning
- Test and assessment data e.g. SATs levels or CATs
- Discussions with children

- Peer nomination
- Specialist teacher identification

Since relative ability can change over time, learners may move on and off the register when appropriate, though such movement might be expected to reduce with age. The gifted and talented population is broadly representative of our whole learner population in terms of gender, ethnic and socio-economic background.

E4. PROVISION FOR G&T PUPILS

We believe that effective provision can be made within the classroom, through a stimulating, well planned and differentiated curriculum, which is delivered with regard to the individual learning styles of each child and personalised to suit their needs and interests.

Classroom provision:

- Effective assessment for learning so that planning takes account of prior learning
- Stretching curricular targets are set with pupils
- Differentiated learning objectives and outcomes are shared
- Classroom activities offer additional stretch through a combination of acceleration, enrichment and extension
- Opportunities for independent learning are planned for
- Use of a range of teaching and learning styles
- Teachers have high expectations and ask challenging questions
- Planned extension activities, using higher order thinking skills or open ended tasks
- Creativity is actively fostered
- Numeracy lessons are set, with provision to support children to work at higher levels
- Flexible group work is undertaken and when appropriate, children are grouped by ability
- INSET training for staff to review and develop their awareness of the needs of our gifted and talented children

In some cases pupils may be withdrawn for challenge groups e.g. in writing, however we recognise that our gifted and talented pupils require challenge all day, everyday, not just for certain sessions within a week.

School based provision:

- Wide range of clubs and extra-curricular activities
- Creative Curriculum
- Performance opportunities
- Off timetable days / weeks e.g. art days, science days, mini-enterprise week
- Workshops from visiting theatre groups, dance groups, and visiting speakers
- Specialist teachers e.g. music, MFL
- Partnerships with local secondary school or wider community

- Celebration of children's achievements in out of school clubs and groups, in classrooms and assemblies
- Participation in local and national schemes, competitions and festivals

E5. MONITORING AND REVIEW OF PROVISION

We see identification, provision and review for gifted and talented pupils as a continuous cyclical process of identification and review rather than a one off process.

We believe that the needs of gifted and talented children can be met through personalised learning and quality assessment for learning. We monitor gifted and talented pupils by:

- Children being invited to give feedback about the enjoyment and challenge within their lessons through discussion, questionnaires and the school council.
- Rigorous tracking of data to monitor pupils' progress
- Formal parents meetings twice a year
- Mapping "Opportunities to Challenge and Inspire" across the school and for individual pupils
- Class provision maps are reviewed at the end of each term

F. EVALUATING SUCCESS

The following tools may be used to assess the success of the school's Inclusion Policy:

- monitoring of classroom practice by the Inclusion Co-ordinator and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts and groups of pupils
- value-added data for pupils on the SEN register, the number of children on the register
- monitoring of procedures and practice by the SEN and G&T governors in conjunction with the Inclusion Co-ordinator
- school self-evaluation,
- the Governors' Annual Report to parents
- the school's annual Inclusion Action Plan which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan provision and targets, revise provision and celebrate success.

G. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. If further clarification/advice is required, parents should feel free to speak to the Inclusion Co-ordinator or Head teacher. For a problem that might need time to explore fully, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to follow the school's complaints procedure. A copy of the schools complaints procedure (in line with LEA policy) is available from the school office and on the school website. The Buckinghamshire Parent Partnership Service is available to offer advice.

H. PARTNERSHIPS WITHIN AND BEYOND SCHOOL

H1. PARTNERSHIP WITH PARENTS

The staff at *Great Missenden C of E Combined School* will continue to forge home/school links and encourage parents to be partners in the education of their children. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. SEN coffee mornings are held twice a year.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or Inclusion Co-ordinator. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and audio guides about many aspects of SEN. Some of their leaflets are available in school from the Inclusion Co-ordinator.

H2. PUPIL VOICE

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate reflects the pupil's evolving maturity.

Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

In Great Missenden C of E School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSAs and teachers about their learning
- class and individual reward systems
- through the School Council

H3. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs, Communication and Interaction, Visual Impaired and for pupils with Physical Disabilities. Health specialists such as: Occupational Therapists, Physiotherapists, Speech and Language Therapists visit the school regularly. Specialist teachers visit the school regularly. The Educational Psychologist provides invaluable support, assessment and advice regularly during the year. We are committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required. These agencies are deployed in accordance to need, as outlined on statements and in gathering evidence for statutory assessment.

H4. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEN and G&T action records are transferred from feeder schools and to secondary schools following county procedures
- The Year 3 transition Co-Ordinator and the Headteacher / Deputy Headteacher, visit all linked infant schools prior to transition
- All statemented pupils in year 5 have a transition review when suitable secondary placements are identified
- All pupils have opportunities to visit their prospective Secondary Schools.
- Representatives from local secondary schools are available for consultation before the time of transfer
- A transition support programme is arranged for children whom will require extra support during transition
- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named

Relative ability may differ from school to school so children will remain on the gifted and talented register if appropriate to their new peer group.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- in July all class teachers review the class provision map with the Inclusion Co-ordinator showing the extra provision they recommend for the next year. This is then discussed with the new teacher
- there are close links between the school KS1 co-ordinator, reception teacher and foundation stage leader to discuss pupils with SEN when they are about to start school

H5. STAFF DEVELOPMENT

- the school is committed to gain expertise in the area of Inclusion and ensures that all staff (teachers and LSAs) have access to relevant CPD training both internally and externally
- there is a planned programme of in-house training sessions for LSAs.
- A member of the Inclusion Department attends the partnership SENCO support group termly meeting
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- the SEN and G&T governors are advised of any relevant training by the Inclusion Co-ordinator
- newly appointed teaching staff meet the Inclusion Co-ordinator to discuss Inclusion procedures in the school.
- Newly appointed support staff meet with the Induction Co-ordinator to discuss SEN procedures in school. A familiarisation programme is put into place which includes outlining procedures and policies and enables the new member of staff to shadow current members of staff. Each new member of staff is also given an induction pack.

This policy should be reviewed annually and updated when necessary, to take account of:

- Any changes to current guidelines that apply to Inclusion
- Any changes in provision within our school
- Any changes made as a result of monitoring and evaluation of this policy

Caroline Taylor (Inclusion Co-ordinator) September 2011

