

Newport C of E Junior School

INCLUSION POLICY

INCLUDING SEND details, Gifted and Talented policy

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

INCLUSION POLICY FOR NEWPORT C OF E JUNIOR SCHOOL

Legislative Compliance

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

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

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

Aims and Objectives of this Policy

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

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

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

The Headteacher and SENCO have strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

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

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

The name and contact details of the SEN co-ordinator.

Jane Kerr 01952 386600

The name and contact details of the Designated Teacher for Looked After Children

Nicola Moody (Headteacher) 01952 386600

SEND PROVISION

- **The kinds of Special Educational Needs which are provided for in our school :**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with :

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Hearing impairment
- Communication

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

For further details please refer to the SEND policy and local offer.

Policy for the Learning and Teaching of More Able, Gifted and Talented

“The world needs children who are bright and competent and who will keep their sparkle as they move through life. Their potential capabilities can contribute greatly in all fields of endeavour in every corner of the world – if only they are given the chance to develop them. At least one in ten children are born bright enough to make them outstanding in some way”.

*Dr Joan Freeman
‘How To Raise A Bright Child’
(1995)*

Introduction

*‘Each child has a spark in him/her. It is the responsibility of the people and institutions around each child to find out what would ignite that spark.’
(Howard Gardner)*

This policy has been created to ensure that the best possible opportunities are provided in the education of Gifted and Talented learners at Newport C of E Junior School. We recognise that each child is an individual and that each individual is capable of reaching his or her true potential.

We have established Gifted and Talented as a subject with a separate coordinator to Special Educational Needs and the establishment of this policy. Recognising that the coordinators of SEN and G & T need to work in close liaison, the profile of Gifted and Talented education, in line with National Priorities, needs to be raised.

This policy outlines the key features of Gifted and Talented provision within the school and is written to compliment statements regarding Gifted and Talented provision within individual policies.

Roles within Gifted and Talented.

Lead Teacher: Jane Kerr

Aims

We are committed to providing an environment, which encourages all pupils to maximise their potential and to achieve their potential within a supportive environment.

The Principles

Through the Provision for Gifted and Talented Education at Newport Junior School:

- *Every young person should have the opportunity to experience success in learning and achieve as high a standard as possible;*
- *Teachers should set high expectations and provide opportunities for all young people to achieve their full potential;*
- *Teachers should work to overcome potential barriers to learning and assessment for individuals and groups of young people;*
- *The very able should experience a broad, balanced curriculum throughout their period of schooling, which meets the requirements of the National Curriculum, including Religious Education;*
- *Where additional opportunities are provided to meet the needs of individuals, access should be open to others (subject to specific guidance in other LA policies);*
- *The very able also have the right to leisure.*

These Principles will be supported through an inclusive approach, ensuring that the following key values are addressed:

- Valuing Diversity
- Entitlement
- Dignity
- Individual Needs
- Planning
- Collective Responsibility
- Professional Development
- Equal Opportunities

Definitions

(Supported by DfES definitions)

The Gifted and Talented are pupils “who achieve, or have the ability to achieve, at a level significantly in advance of the average for the year group in their school”.

Gifted Pupils

Gifted young people demonstrate academic ability in one or more subjects of the statutory school curriculum, other than art, music and PE.

A gifted pupil is one who is in the top 5-10% of the pupil population. A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area.

Talented Pupils

Talented pupils demonstrate ability in art, music, PE or in any sport or creative art.

A talented pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

“All-rounders”

These pupils are very able in academic subjects and/or demonstrate particular abilities in sports, music or the arts.

Gifted and Talented Underachievers

These pupils have the potential to achieve but do not regularly demonstrate high achievement. Understanding the behaviour and recognising the characteristics of underachievers is essential if such pupils are to be identified and challenged.

At Newport Junior we aim to identify between 5-10% of pupils within each cohort, thus identifying an average of 3 pupils within each of our cohorts numbering 30 pupils from Year 3 to Year 6.

Identification

At Newport C of E Junior School we use both quantitative and qualitative data to identify the Gifted and Talented. We feel it is important to employ a wide range of assessment strategies to identify the Gifted and Talented, including tests, opinion, pupil observation and evidence from work or performance.

Quantitative data

This includes the results of National Curriculum assessments, public examinations and other available test data such as standardised ability tests.

Qualitative information

This includes teacher assessment and nomination, pupil observation and the scrutiny of pupils' work.

At Newport Junior School we recognize the need to identify the underachieving higher ability and identify ways to develop these children to fulfill their potential.

There are a variety of routes to identification:

- Consistent high achievement
- Rapid grasp of new concepts
- Recognised characteristics of ability
- Occasional glimmers of potential

A range of people are involved in the identification of more able and exceptionally able pupils including:

- Pupils
- Parents/ Carers and relatives
- Teachers and other school staff
- Other pupils
- Specialist external staff who work with the school
- Adults involved in out-of-school activities
- Other professionals

While remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span

Everyone in school has a responsibility to recognise and value pupils' abilities.

Provision for the Gifted and Talented

Opportunities for extension and enrichment are built into all our schemes of work. As each policy is reviewed annually and we ensure that every curriculum area will have a specific and revised reference to the Teaching and Learning of Gifted and Talented pupils, catering for the needs of individual learners.

Newport Junior School aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise and celebrate collaborative and individual achievement.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers.

Types of provision:

Classroom differentiation:

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.

- There is access to mastery of skills in all subject areas

School based provision:

This varies according to subject area and is covered using a variety of methods:

- School clubs
- School Council
- Opportunities for performance
- Visiting professionals i.e. Theatre Companies and Story Telling
- Partnerships with secondary schools

Role of the School

In order to provide effectively for able young people, the school ensures that the needs of Gifted and Talented pupils are considered in every aspect of school life. Curriculum, organisational arrangements, school ethos, resourcing, out-of-school activities, parental partnership and community links are some of the aspects that require consideration and planning. High expectations of pupils' achievements are a major feature of the school and this understanding is reflected in curriculum policies and procedures.

The school role, in particular, is to:

- Establish an inclusive and positive school ethos where diversity is valued;
- Have high expectations of all pupils;
- Develop a whole school policy for educating Gifted and Talented pupils which is embedded in the School Improvement Plan;
- Identify and support a school co-ordinator for the Gifted and Talented;
- Develop a range of teaching and learning strategies which address the potential and individual learning styles of pupils;
- Ensure that young people experience a broad, balanced curriculum with appropriately challenging opportunities;
- Ensure that links are established in secondary schools, which reflect the school's policy for the Gifted and Talented;
- Identify and remove barriers to learning and assessment for young people;
- Set challenging individual and school targets;

- Identify staff training needs and provide appropriate professional development;
- Analyse a range of data to inform identification, planning and resourcing;
- Develop productive working practices with partner schools to ensure continuity and progression;
- Forge links with other schools, agencies and external professionals to maximise the deployment of available resources;
- Establish partnerships with parents/carers in order to promote the achievement of young people;
- Identify an attached governor for Gifted and Talented;

Roles and Responsibilities with regard to the Teaching and Learning of Gifted and Talented Pupils

Pupils

Pupils are provided with regular opportunities to review and evaluate their own learning, through the use of regular targets in core subjects. Through this approach, pupils will be provided with a voice regarding their learning and teaching. Copies of Extended Learning Plans are also placed within the pupil's books for the pupils to refer to. Pupils will also be encouraged to evaluate their work and take responsibility for meeting individually set targets set as a direct response to specific pieces of work. Refer to marking policy.

All pupils are encouraged to participate in self and peer evaluation tasks and peer support activities allowing them to expand their understanding and evaluate their own work and that of others, and to share ideas with peers. As well as building opportunities for editing and improving their own work independently.

Class Teachers

Each class teacher will be responsible for the Learning and Teaching of Gifted and Talented pupils within their class, providing appropriate opportunities to support and nurture the individual learner. Class Teachers will ensure opportunities are planned to support these learners and to differentiate in order to cater for the needs of the individuals in questioning and mastery of the curriculum.

Teaching Assistants and Additional Adults

The role of other adults within the classroom and school will be to support and nurture learning opportunities provided by the class teacher. Through working with Gifted and Talented pupils in every day lessons and specific activities they will provide key support in the Learning and Teaching of the individual and through catering for the specific needs of the individual learner.

The Gifted and Talented Coordinator supported by Lead teacher

The role of the Gifted and Talented coordinator will be to oversee the provision for Gifted and Talented pupils within the school. Through the monitoring of termly Extended Learning Plans and Reviews and through the specific provision for pupils with individual needs, the coordinator will ensure a holistic approach to the Learning and Teaching of Gifted and Talented pupils from Year 3 to Year 6. The Gifted and Talented Coordinator will also attend training sessions and feedback to general staff and SMT through staff meetings. The coordinator will also review and amend the policy and be involved in tasks such as book moderation in order to monitor the learning and teaching of Gifted and Talented pupils.

Parents

The role of parents will be to continue to nurture the development of their child through supporting activities set for homework, through spelling and daily reading activities. Parents are also encouraged to utilise the resources placed on the School Website, which suggest further activities that can be carried out at home, and links to websites to support and enhance lesson activities across all curriculum areas.

Secondary Schools

Through link meetings with key staff from local secondary schools, the year 6 teachers will ensure that identified pupils on the Gifted and Talented register are identified to the staff at the schools they will move onto. Discussions will take place as the teachers from the secondary schools visit, and relevant information will be passed on through examples of work in the continuity projects and through the sharing of specific data.

Curriculum

The central aim of the school is to provide **all** of our students with educational experiences and opportunities that will enable them to discover and fulfill their own potential. All programmes of work will have opportunities for enrichment and extension activities.

Differentiation will be built into our curriculum planning:

- *Differentiation by outcome.*
Students may respond at very different levels to the same initial stimulus, including mastery of the skills.
- *Differentiation by task.*
Some materials or activities will be accessible to only the most able students through mastery.
- *Differentiation by pace.*
Gifted and Talented students need the facility to proceed at a greater speed.

There will be a commitment to developing extension and enrichment materials which:

- Allow individuality of response
- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content

All curriculum policies will provide specific reference to the Learning and Teaching of Gifted and Talented pupils within their own curriculum area.

The Gifted and Talented Register

A register of Gifted and Talented pupils is kept in the office as a central resource base. This register will be updated on a termly basis and will ensure that identified children are registered according to their individual needs within English, Numeracy, Science, ICT, The Arts and Sporting activities.

The update termly will allow for pupils to fall in and out of the shadow group for Gifted and Talented, recognising that pupils individual learning needs change and fluctuate with the influence of both internal and external factors and features.

Conclusion and Process for Review and Development

This policy will be reviewed biannually.

Next review: November 2017

The Responsible Teacher for Gifted and Talented is to decide on targets for the School Development Plan and to coordinate a programme to monitor School Development.

The Responsible Teacher is to maintain a register for Gifted and Talented and to ensure that appropriate records are being kept.

