



GATEHOUSE SCHOOL

INCLUSION POLICY

Mission Statement

In Gatehouse School we are committed to inclusion and welcome all children, including those with additional learning needs. We believe that all children should have equal opportunities to benefit from the education we provide. We recognise that some children may have additional needs, and may need specific support in order to access all the opportunities available in the school. We aim to provide the necessary support to enable all children to make the maximum possible progress.

Objectives of this policy

- to share our beliefs and aims with parents and all others involved in Gatehouse School
- to provide a framework for good practice in our school
- to support us in meeting our statutory duties to identify, assess and make provision for those children identified as having special educational needs

Key Staff

Our Inclusion Co-ordinator is Marie Lenaerts.

Meeting Individual Needs

The policy of Gatehouse School is to enable children with additional educational needs to:

- reach their full potential
- be fully included in their school
- make a successful transition to adulthood
- be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum
- have recognition that provision for children with additional needs is a matter for everyone in the school. All teachers are likely to have contact with children with additional needs, and everyone will have a part to play in caring for and teaching such children
- the role of the Inclusion co-ordinator is to be involved in the strategic development of the school's Inclusion Policy and provision. The Inclusion Co-ordinator has responsibility for the day-to-day operation of the school's Inclusion Policy and for co-ordinating provision for pupils with additional needs.
- We believe that it is essential to monitor children's progress throughout their time with us. Where a child appears not to be making progress either generally or in a specific aspect of learning, then we will present different opportunities or use alternative approaches to learning as appropriate
- Once we suspect that a child has specific additional needs, we will share our concerns with parents and seek permission to intervene, in accordance with the July 2014 Special Educational Needs Code of Practice. Initial classroom interventions will be to monitor, assess, plan, deliver and review. If the intervention does not enable the child to make satisfactory progress, our

Inclusion Co-ordinator will seek advice and support from the LEA Inclusion Officer or other relevant professionals

- Beyond the intervention stage, we will write an Individual Education Plan (IEP). An IEP is used to plan, monitor, review and evaluate any additional support we provide to meet additional needs. Children's progress will be reviewed regularly
- All interventions will be discussed with parents, who will be encouraged to work in partnership with us: e.g. using the same strategies at home, and keeping the school up to date with relevant information

School Assessment Procedures

As set out in the Assessment and Recording Policy the data generated by CATS and Progress Tests is extremely beneficial to teachers in tracking pupil progress but the school adopts a flexible approach to the assessment procedures for children who have individual learning needs. This could involve the provision of a reader, additional time or using paper versions of tests. All modifications will be recorded and parents will be consulted or notified prior to pupils sitting the tests.

In circumstances where individual pupils have significant difficulty with the tests they may be withdrawn from them and a more appropriate assessment strategy will be used. Such decisions will always be made in consultation with parents. All amendments to the assessment procedures will be made by the Inclusion Coordinator and Director of Studies in liaison with the Headmaster. As a non-selective school we have a number of children with specific, diagnosed learning difficulties and these pupils will be highlighted on assessment records to enhance teachers' awareness of these individual needs.

The Role of Parents

- Their unique strength, knowledge and experience of their child can be used to support their child.
- We shall discuss any concerns we may have with parents and obtain their permission before putting their child's name on a 'school register', or planning any additional intervention outside of standard and differentiated classroom support. Parents will be kept informed of everything we are doing, including all changes and amendments.
- On rare occasions, if children do not make satisfactory progress following intervention, which may include liaising with relevant agencies, we may decide, in consultation with parents and the LEA Inclusion Office that it is desirable to request an Education, Health and Care (EHC) Plan, (formerly Statement of Educational Needs), in order that a child's additional educational needs can be fully identified, met and supported. We follow the guidance on EHC application as contained in the 2014 SEN Code of Practice.
- We welcome applications from children with an existing EHC Plan or Statement of Special Educational Needs. If we can meet their needs we will plan carefully to ensure that the identified needs are addressed and are able to be met.
- Wherever possible, we shall seek the views of the child (e.g. through conversation or drawing), and take these into account when planning special educational provision.

Arrangements for Support

We access support from the Tower Hamlets Inclusion Officer, (or relevant Authority officer), who can assist us in identifying additional educational needs, writing IEP's and reviewing progress. We also welcome support from the professionals (e.g. speech and language therapist, specialist teacher, educational psychologist, physiotherapist, occupational therapist, and other necessary agencies),

and encourage support within the school, rather than withdrawing the child. Additional support can be arranged through the child's LEA and their GP.

Working in Partnership with Parents

We acknowledge that the parents are the child's first educators and are committed to working in partnership with them. Where a child is identified as having additional educational needs, parents are consulted at every stage, and are invited to contribute to Individual Education Plans and to attend any review meeting.

The Gatehouse Approach

Our policy provides a model of action and intervention in school to help children who have additional learning needs.

Intervention Process

When a teacher first identifies that a pupil may need extra help, extended interventions are devised that are additional to or different from those provided as part of the school's usual differentiated classroom curriculum. Extended intervention from this point will be monitored, assessed, planned, delivered and reviewed by the class teacher, and in consultation with the Inclusion Co-ordinator.

Examples of interventions that are additional to or different from usual provision may be:

- daily language games with an adult or small peer group to develop spoken vocabulary
- support in physical activities for a child with delayed gross motor skills
- a paired listening game to develop attention/concentration skills

Delivery of intervention may involve external support services. A decision to move to intervention should usually follow a decision taken by the Inclusion Co-ordinator and colleagues, in consultation with parents, at a meeting to discuss and review a child's progress. This decision would be made if the child had made only limited progress in spite of additional classroom support. At this point, staff should be provided with advice or support from additional specialists as appropriate, such as a specialist teacher, a physiotherapist or a speech and language therapist. Advice will be taken from both external and internal specialists and additional or different strategies will be put in place. An IEP will usually be devised at this stage with input from parents where possible.

Inclusion Co-ordinator's should take the lead in:

- any further assessment/s of the child
- planning future interventions for the child in discussion with colleagues and parents
- monitoring and reviewing any action taken
- collating and securing paperwork relevant to interventions

EHC Plan Assessment

For a very few children, the help given by the school through extended intervention will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for staff, in consultation with the parents and any external agencies already involved, to consider whether a statutory EHC Plan assessment might be appropriate.

Parents or schools can make a request for EHC assessment to the LEA, which is then responsible for determining whether the assessment is required.

When requesting an EHC Plan, the LEA will require

- evidence that any strategy or programme implemented for the child has been continued for a reasonable period of time without success
- clear documentation in relation to the child's 'additional or different needs' and any action taken to deal with those needs (e.g. copies of IEP's and both classroom and extended intervention)
- evidence that outside advice has been sought and acted upon
- evidence that parental views have been sought and considered

This evidence will be considered by the LEA's pre-assessment panel, which will decide whether or not to initiate an EHC Plan assessment.

The Assessment

If an EHC Plan statutory assessment is agreed, the LEA will ask for advice from a range of sources, including:

- the school
- an educational psychologist
- a doctor
- social services (who will only give advice if appropriate)
- anyone else whose advice the LEA considers appropriate

Once the LEA's officers have collected all the advice and comments about the child's educational needs, they will decide whether to issue an EHC plan for the child. If an EHC plan is issued, this is a legal document describing all the child's special educational needs and the special help the child should receive. The LEA will usually make a statement if they decide that all the special help the child needs cannot be provided from within the school's resources.

Individual Education Plans

What is an IEP?

- An IEP is a planning and reviewing tool – identifying the key areas that a child needs to progress in. The areas identified in an IEP can cover learning, physical, medical, social, language, and behavioural. An IEP should have specific and manageable targets, and underpin the process of planning intervention for the individual child with additional needs.

IEP's are teaching and learning plans setting out:

- what should be taught
- how it should be taught
- how often it should be taught

An IEP is a working document for all those working with the child. It should be accessible and understandable to all concerned, reviewed termly and amended accordingly.

When should an IEP be used?

An IEP should be used to plan for individual children at extended intervention and for children with EHC plans and statements of special educational needs.

What should be included in an IEP?

An IEP should focus on up to three or four key individual targets and should include information about:

- short-term targets set for or by the child
- teaching strategies to be used
- provision to be put in place
- a review date
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed)

Issues to consider when writing an IEP

- try to identify a maximum of three or four areas of particular concern and then pinpoint exactly what the child can do in these areas and what you would like them to be doing within a short time period
- break long-term targets down into small, achievable steps
- set specific short-term targets which must be **SMART**

Specific – written in active performance terms

Measurable – having criteria for success

Achievable – must address priority concern

Relevant – must address priority concern

Time – limited – to be achieved within a specific time-scale

IEP's should be reviewed regularly in order to ensure that the targets are appropriate

Links with Relevant Agencies

We have links with **Tower Hamlets Early Years Service, Tower Hamlets Language and Communication Team, Tower Hamlets Occupational Therapy Services and Tower Hamlets Speech and Language Therapy Services**. We liaise with receiving schools and pass on relevant information to ensure that transition is as smooth and stress-free as possible.

GATEHOUSE SCHOOL

ABLE AND TALENTED PUPILS

DEFINITION

Our policy for the able and talented is directed towards those children capable of excelling in one or more areas which place them into the highest achieving 5% - 10% of our school population, including:

- General intellectual abilities
- Specific aptitude in one or more subjects
- Creative or productive thinking
- Leadership qualities
- Ability in creative or performing arts
- Physical ability

EDUCATION PROVISION

Opportunities for extended activities and enrichment are built into all aspects of our school provision, through encouraging:

- All children to become independent learners
- Giving children opportunities to serve on various working parties (school newsletter, school council etc)
- Provide opportunities for extra curriculum learning (a wide range of clubs)
- Recognising achievement (teacher praise, commendation assemblies, certificates etc)
- Recognition of more able children within our special needs provision
- Setting up an able gifted and talented children register
- Identifying characteristics within subject areas which might indicate more able abilities

CLASSROOM LEVEL

The classroom should offer a carefully structured positive atmosphere in which the contributions of **all** pupils are recognised, differences acknowledged and where enthusiasm for learning is fostered.

Teachers should seek to provide tasks that promote problem solving, skills associated with clear thinking and a spirit of investigation should be encouraged.

Teachers should also ensure they use both open-ended questions, as well as closed questions to meet and extend the needs of all the children.

The following strategies are employed where appropriate:

- varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- differentiation by tasks (including differentiated homework)
- differentiation by outcome
- setting individual targets
- provision of challenging activities across the whole curriculum

Most importantly:

- encouraging all children to become independent learners
- organise their own work
- carrying out unaided tasks which stretch their capabilities
- make choices about their work
- developing the ability to evaluate their own work and so become self-critical.

Review:

This policy will be reviewed regularly. We will consider the effectiveness of our policy, looking at the arrangements we make to meet special educational needs and the progress the children make. If we feel our practice does not reflect our policy, we will seek to amend it as necessary, seeking support as appropriate. We welcome feedback on this policy and its implementation from parents and all others involved in Gatehouse School.

Related Policies: Teaching & Learning; Equal Opportunities

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