

SEN and More Able Pupil Policy

A) SEN

At Stourfield Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

This policy covers:

- Specific objectives of SEN
- Identification and assessment of SEN
- External support service
- Inclusion
- Teaching and Learning Style
- Disabled Children
- Disapplication and modification
- Social Inclusion
- Reviews

Special Educational Needs (SEN)

The specific objectives of our SEN policy are as follows:

- To identify pupils with special educational needs and ensure that their needs are met;
- To ensure that children who are disabled or with special educational needs join in with all the activities of the school;
- To ensure that all learners make the best possible progress;
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as being in need of it.

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

Identification and Assessment of SEN

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the **SENCO** in order to decide whether additional provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Provision/action that is additional to or different from that available to all will be recorded in an IEP for those children on the code of practice This will be written by the class teacher, in consultation with the **SENCO**, pupil, TAs, parents, carers and other adults who work with the child. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- the long/short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- success and/or exit criteria

The IEP will be reviewed termly, and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents / carers will also be invited to participate in the review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention (ie planned support programme), we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have Education Health Care Plans (EHCP), as well as the review of their IEPs, their progress and the support outlined in their EHCP will be reviewed annually, and a report provided for the Local Education Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The **SENCO** will liaise with the **SENCO** of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of disabled pupils with SEN whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school will provide information about the Parent link Service to all parents of children with special educational needs. Parents of any pupil identified with SEN may contact the Parent Link Service for independent support and advice.

External support services

These play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the nominated Education Welfare Officer
- The school receives regular visits from the nominated Educational Psychologist
- The school receives regular visits from the nominated Learning Support Teacher
- The school receives regular visits from the nominated Behaviour Support Teacher
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties.
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Inclusion

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Any children who are at risk of disaffection or exclusion.

The International Primary Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?

Teaching and Learning Style

We aim to give our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children who are disabled to complete certain activities. In their planning, teachers ensure that they give disabled children the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the LEA. The school's governor with responsibility for special educational needs would also be closely involved with this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of Special Educational Needs.
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Social Inclusion

Our school is committed to meeting the needs of all our pupils, including those who may be missing out, difficult to engage or set apart in some way from what the school seeks to provide.

Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs, is essential.

Social inclusion is best promoted by high standards of teaching and learning throughout the school. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching.

Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment of any special needs.

Review

All Bournemouth schools are expected to hold an Annual Inclusion Development (AID) meeting to plan how they will increase participation and access to the school for all learners, thus raising standards and the achievement level of all pupils.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

B) MOST ABLE AND TALENTED PUPILS

Review Period: Annual

AIMS:

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents and are by being encouraged to think and learn independently and creatively. We aim provide support within school to enable these pupils to cope socially and emotionally with any problems associated with their high ability.

DEFINITIONS:

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EIC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of the cohort in any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- Good all rounders.
- High achievers in one subject.
- Of high ability but have poor writing or reading skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

IDENTIFICATION:

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Nomination from the Infant School

- Test scores (end of key stage levels and assessments)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parent nomination
- Peer or self-nomination
- Predicted test/ examination results
- Reading ages

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

ORGANISATIONAL AND IN-CLASS APPROACHES:

Acceleration is not recommended as this can create social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively.

CLASSWORK:

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child. We will provide an environment, which encourages children to ask questions. Our more able pupils will be given time to reflect, think deeply and form personal opinions on issues.

High achievement in all areas will be encouraged and valued. All staff will openly and sensitively support all pupils at this school. Excellence will be praised and work produced by more able pupils will be displayed equally. We encourage the development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

OUT OF CLASS ACTIVITIES:

These are highly valuable for the gifted and talented child and include:

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.
- Inter School Quiz competitions.
- **The use of specialists e.g. teachers from secondary schools, visiting artists and authors.**
- **A broad, creative curriculum, giving children a chance to thrive.**

Although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

SECONDARY TRANSFER:

The school will liaise with local secondary schools to provide information on Gifted & Talented Pupils.

PARTNERSHIP WITH PARENTS:

It is our aim to encourage parents and teachers to work together to meet the needs of the gifted and talented child. Parents will be informed if their child is on the register and kept up to date with progress through the schools current report and monitoring procedures.

“Parental interest has four times more influence on attainment by the age of 16 than does socio-economic background” (Alan Milburn’s report on social mobility)

ROLES, RESPONSIBILITIES AND ACCOUNTABILITY

The Co-ordinator will:

- Set up a system for identifying high levels of ability.
- Set up and oversee a working list of children who are identified as gifted and/or talented.
- Analyse data to keep track of children on the working list for gifted and talented children
- Provide support for teachers on the use of appropriate practice.
- Organise and lead INSET on issues relating to Gifted and Talented.
- Consult with staff at all levels and ensure that all relevant information is communicated to them.
- Communicate all relevant information to Governors through the appropriate channels.
- Encourage good home-school relationships and liaison.
- Identify and develop the resources needed (materials, staffing and expertise) for the implementation of the Policy.
- Promote the use of resources from the wider community, including suitably qualified adults.

The Class Teacher will:

- Establish high expectations of all pupils.
- Welcome new ideas, promote creative and imaginative responses, encourage questions and help pupils to find answers for themselves.
- Make sure that their planning meets the needs of Gifted and Talented learners.
- Praise excellence.
- Help the more able child understand that failure to succeed can be a positive experience.
- Ensure that the Gifted and Talented list is given to the Co-ordinator.
- Complete Individual Educational plans for those with exceptional Gifts.

The Governor with responsibility for Gifted and Talented Children will:

- Assist in raising the profile and status of the Gifted and Talented provision among pupils and parents.
- Report back to the governing body concerning the Gifted and Talented provision and progress of the pupils.

- Aim to ensure that appropriate funds from the school budget are allocated to the Gifted and Talented programme.

SUPPORT

The school is able to access support through its membership of N.A.C.E. and via the local Authority.

Gifted and Talented children are invited to join the TG&T Learner Academy.

The L.A has worked with the school to provide visitors and lecturers, experts in the field of Gifted & Talented Education, to deliver CPD.

There is a library of books relating to Able Children, in the school.

THE LEARNER ACADEMY

Pupils who are eligible will register as Associate Members of The Learner Academy.

Teachers will use The YGT website as a learning resource. www.dcsf.gov.uk/ygt.

CO-ORDINATION AND MONITORING:

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

The following people can support this through regular reviews:

Head teacher

Leadership Team

Gifted and Talented Co-ordinator/Leading Teacher

Governor with responsibility for Gifted & Talented Children.

SUCCESS CRITERIA:

Children listed as being Gifted and Talented will make expected progress in line with targets.

REVIEW AND DEVELOPMENT:

Each year the school will draw up a register of able children in each year group. The Senior Management Team in its meetings will keep this list under review. In addition, there will be a register of under-achieving children. Their progress will be closely monitored. These Gifted and Talented children are entered on the School Census.

This policy is reviewed on an annual basis in the summer term by the Gifted and Talented co-ordinator in conjunction with the named governor for Gifted and Talented.