



Roysia
— Middle School —
We care; they flourish

Roysia Middle School

Inclusion Policy

Adopted by the Governing Body: 26 January 2016

Review Date: January 2017

ROYSIA MIDDLE SCHOOL

ADDITIONAL NEEDS

Basic information about the school's Additional Needs (AN) provision

Introduction

At Roysia Middle School we provide a broad and balanced curriculum for all students. We aim to fulfil all students' entitlement to learning support to enable them to participate in the life and work of the school, to the best of their abilities whatever their needs.

The National Curriculum is our starting point for planning that meets the needs of individuals and groups of students. When planning, teachers set suitable learning challenges and respond to students' diverse needs. A minority of students have particular learning and access requirements above and beyond usual classroom practice. All members of staff share a responsibility to adequately meet the needs of these children through timely and effective provision.

This policy ensures that curriculum planning and assessment for students with additional needs takes account of the type of need and the extent to which it impacts on the student's experiences.

Aims and Objectives of the school's AN policy

The aims of the policy are:

- to create an environment that meets the additional needs of each student;
- to ensure that the additional needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process, including the parents/carers and the student;
- to identify roles and responsibilities of staff in providing for students' additional needs;
- to enable all students to have full access to all elements of the school's curriculum.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that students may:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches;
- have physical needs which affect their ability to access their education.

A Graduated Response

The new SEND Code of Practice outlines the need for a graduated response to provision for pupils with additional needs which includes the school's response to deciding when a pupil is not making adequate progress. At Roysia, we have a range of strategies and actions that we employ before putting a student on the additional needs list.

- Talk to a child one-to-one
- Contact parents
- Move where a child may sit in the classroom
- Discuss pupil progress with other members of staff
- Ask TAs for comments
- Review sanctions and rewards
- Peer support
- Give extra time to complete tasks
- Parent/teacher consultations termly
- Incident forms for report on behaviour
- Provide resources to support the curriculum area.

If further intervention is necessary:

- Concerns raised with INCo (Inclusion Coordinator)
- Additional Needs Register reviewed
- Raise pupil name at Monday/Wednesday briefings and/or weekly staff meetings (most staff meetings have a slot where teachers can raise pupils causing concern)
- Collate a written report about the pupil across the curriculum
- Put a child on a report (if appropriate)
- Involve parents more formally.

The Role of the Form Tutor/ClassTeacher

The role of the form tutor is to monitor the progress of all pupils and to alert other members of staff when a particular individual is experiencing problems in a given area. If a child is having difficulties generally then the INCo will also be involved.

Within individual planning and delivery of lessons, members of staff take into account the additional needs of the pupils in their care. Advice is received from previous class teachers or the previous school and is used in the setting of appropriate learning objectives for all individuals within the class, with particular emphasis on those pupils with additional needs. Teachers also use information collated at the beginning of every year about the position on the AN register, health/medical problems, previous summative assessments and teacher assessment and are encouraged to refer to this information and attach it to their mark book for easy reference.

Teachers engage with any necessary documentation relating to tracking, monitoring or supporting AN pupils.

The Role of the Subject Teacher

The subject leader will make provision for pupils with additional needs through quality first teaching and suitably differentiating work in conjunction with the INCo as necessary,

referring to the AN policy and current information about pupils in his/her groups. Pupils' abilities will be taken into account when setting targets. Where appropriate, subject leaders will arrange smaller groups for lower ability pupils.

Teachers will employ a range of strategies to meet the additional needs of their pupils, will differentiate work appropriately and will use assessment to monitor progress. Children will be supported in the most appropriate ways which will maximise their learning.

The Role of the Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identified as having additional needs. The Governors ensure that all teachers are aware of the importance of providing for these pupils. They consult with the LEA (if appropriate), schools in the Royston Schools Academy Trust and other schools and report annually to parents on the success of the school's policy for children with Additional Needs. The Governors are committed to carrying out their duty towards pupils with Additional Needs.

They strive to ensure that no child will be discriminated against because of disability or learning difficulties.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum which will be differentiated to enable children to understand the relevance and purpose of learning activities in a real life context as much as possible. Reasonable adjustments will be made to ensure that all AN pupils can access all subject areas.

Allocation of resources to and amongst pupils with AN

The INCo is responsible for the operational management of the specified and agreed resourcing for special needs provision, including the provision of statements of additional needs, Education Health Care Plans (EHCPs), pupils receiving Exceptional Needs Funding (ENF), and the allocation of Teaching Assistants (TAs).

The Headteacher informs the Governing Body of how the funding allocated to support additional needs has been expended.

The Headteacher and the INCo meet annually to agree how to use the funds including any exceptional needs funding secured on application to the AN Cluster meeting held termly.

External LEA Support Services and links with the Health Service, Social Services and any voluntary organisations.

Expert advice is sought from a range of external support service as and when appropriate. Currently we use the following services:

North Herts Education Support Service (NHESC)
Educational Psychologist
Child and Mental Health Service (CAMHS)
The Brookside Family Clinic in Cambridge
The Grange Specific Learning Difficulties Base at Letchworth
ESTMA (Education Support Team for Medical Absences)
Social Services
School Nurse

Drama/Arts Therapists (from Extended Schools Hub)
The Autism Advisory service
The Low Incidence team`
Speech and Language Therapist
Occupational Therapist
Physiotherapist
Communication Advisory Service.

Link with other schools

There are close links between Roysia and its feeder first schools in the Royston Area Schools' Partnership. The INCOs meet to discuss transfer of pupils from year 4 to 5 and both INCOs will be involved in the reviews of any pupils with a statement as appropriate.

There are close links with the other middle school in the town and the upper school, The Meridian School, especially at transfer between year 8 and 9 and as part of the Royston Schools Academy Trust. Plans are made for a smooth transition between middle and upper school and meetings are arranged as necessary. Again the INCOs from both schools will meet at review if necessary.

All schools in the town will take advantage of AN in-service training opportunities as they arise. The INCO also attends the local SEN Cluster group whenever possible.

Identification and assessment arrangements

Early identification is vital. The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The Class Teacher and the INCO assess and monitor the child's progress in line with existing school practices. This will include reviewing current classroom strategies if appropriate. The INCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

Any member of staff can report concerns to the INCO who will offer advice and support as necessary. Some children may require a 'Pupil Portrait' to alert key members of staff to their needs, potential triggers or strategies used. Other forms of paperwork may be used to track, monitor and record AN information.

If a pupil continues to be a cause for concern, the INCO, in conjunction with the Class Teacher, child and parents, will involve appropriate external agencies for advice and consultation or specialist intervention. It may also be appropriate to request additional funding from the LEA through Exceptional Needs Funding if the child meets the criteria. In extreme circumstances, it may also be necessary to approach the LEA to apply for an EHCP.

Partnership with parents

The school prospectus contains details of our policy for children with additional needs and the arrangements made for these children in our school. A named Governor takes a special interest in special needs and is always willing to talk to parents.

In keeping with the new SEND Code of Practice, we take into account the needs, feelings and knowledge of parents at all stages. We encourage all parents to make an active contribution to their child's education.

We hold meetings with parents regularly, depending on levels of need. We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with additional needs. Interventions and progress are discussed at parents' evenings.

Involving pupils

We believe that pupils have a right to be included in the decisions made about their learning and progress. We seek their opinions and take into account their wishes when making decisions about their provision, and write their Pupil Portraits with them.

Monitoring and Evaluation

All members of staff at Roysia Middle School are involved with the monitoring and evaluating of all pupils within the school. There are opportunities at AN-designated staff meetings or morning briefings to discuss regularly with staff and make further developments in this area. At present the strategies currently used in the monitoring and evaluating of pupils' progress are:

- Questions/answers from individual children
- Self-assessment of some tasks
- Peer group assessment
- End of topic tests (subject appropriate)
- Teacher/pupil assessment
- Oral presentations
- Teacher's mark book entries made over a period of time
- Participation of pupils in practical/oral lessons
- SATs practice leading up to KS2 SATs
- Pupil Progress Meetings
- Class teachers monitor class exercise books
- Deputy Head/Head monitor a selection of class exercise books
- Data from individual interventions
- Subject teachers monitor class or selection of exercise books termly
- The previous year's report or first school reports comparing previous performance
- Personal assessment of some tasks in some lessons (Music/PE etc).

The INCo monitors the progress of children using the SIMS data management system and internal assessment tools in school. The INCo provides information to the Headteacher who presents a report to Governors termly. The INCo will evaluate the AN provision and the impact interventions have on the pupils in the autumn term.

The INCo is involved in supporting teachers in delivering adequate provision for children. The INCo and the Headteacher meet regularly to review the work of the school in this area.

The Governing Body reviews the policy annually and considers amendments in the light of the annual findings. The INCo reports the outcome of the review to the full Governing Body, attending that part of the Governing Body's meeting if available and appropriate or through the Headteacher.

Complaints Procedure

Any parent who is not satisfied with the AN provision within the school should first consult with their child's form tutor, then the INCo, the SLT(Senior Leadership Team) then the

Headteacher and then the Governors before consulting Parent Partnership, Education Department, County Hall, Hertford.

AN in-service training

The INCo or Headteacher will provide necessary opportunities for teaching staff and/or TAs to receive training as appropriate or will involve external agencies if necessary. The school nurse, Educational Psychologist and other professionals are sought for advice and will attend staff meetings and trainings on a wide range of relevant subjects if needed.

The (SLT) in consultation with the Headteacher will allocate funds for the INCO to attend appropriate courses throughout the year depending on the funds being available.

TAs are also encouraged to attend appropriate meetings and courses. New TAs are encouraged to take an induction course and other courses as available on a rotational basis. The school actively encourages the TAs to further their knowledge and skills.

Monitoring of the Policy and Practice of the AN Provision

The INCo will review the previous year's plans for AN and will set out the priorities for the coming year. This usually takes place towards the end of the spring term.

The INCo meets regularly with the Deputy Headteacher (roughly once a fortnight depending on the workload of both parties), and formally with the Headteacher once a term to monitor the provision of AN for Roysia's pupils.

The Headteacher will discuss the progress of pupils and the AN provision with the SLT and make recommendations for improvements. It will form part of the agenda for SLT meetings and will be minuted formally.