

# North Lakes School



*Learning together, valuing all,  
enjoying and achieving*

# INCLUSION POLICY

## Incorporating Special Educational Needs Information Report

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

Approved by <sup>1</sup>	
Name:	Martin Duke
Position:	Chair of Governors
Signed:	
Date:	
Review date <sup>2</sup> :	September 2019

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## 1. North Lakes School Inclusion Policy - Introduction

- Legislative Compliance
- Aims and Objectives



### 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.

The policy also complies with the following guidance:

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

### Aims and Objectives of this Policy

North Lakes School and its community share in a positive ethos which states:

We will provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment.

We will value, respect and listen to all members of our community, developing self worth, creativity and responsibility through our learning.

We will nurture each child, and support them in learning to contribute as responsible and positive members of society.

This Policy for the inclusion and support of children with Special Educational Needs is central to the mission of the school.

The aims of our inclusion policy and practice in this school are:  
**North Lakes School Inclusion Policy CR 2018**

- 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)

## 2. North Lakes School Inclusion Policy Rationale



North Lakes School is committed to providing an appropriate and high quality education to the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

North Lakes School is committed to Inclusion, and aims to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the Local Authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career may, experience difficulties which affect their learning, and we recognise that these may be long or short term.

### 3. North Lakes School Inclusion Policy 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 for under achievement, 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. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)
- 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.

#### 4. North Lakes School Inclusion Policy Leadership and Management of SEN Roles and Responsibilities



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 Governing Body fulfils its statutory duty towards children/young people with SEN disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions (3.66)
- an SEN information report is published annually (6.79)
- there is a qualified teacher designated as a SENCO for the school. (6.84)

In addition, our governing body works with the SENCO and Headteacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix, xxi )

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 Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO Governor role).

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.

Role	Name	Contact All emails will be forwarded to the designated person.
Inclusion Manager/ SENCO	Chris Rollings	North Lakes School 01768 899876 admin@northlakes.cumbria.sch.uk
Gifted and Talented Children Co-ordinator	Laura Clark	North Lakes School 01768 899876 admin@northlakes.cumbria.sch.uk
Curriculum Leader for EAL Provision	Chris Rollings	North Lakes School 01768 899876 admin@northlakes.cumbria.sch.uk
The Designated Teacher for Looked After Children	Chris Rollings	North Lakes School 01769 899876 admin@northlakes.cumbria.sch.uk
Safeguarding Officer	Chris Rollings	North Lakes School 01768 899876 admin@northlakes.cumbria.sch.uk
Parent Support Adviser	Anna Dutson	North Lakes School 01768 899876 admin@northlakes.cumbria.sch.uk
Inclusion Governor	Mrs Christine Mason	North Lakes School 01768 899876 admin@northlakes.cumbria.sch.uk

### Roles and Responsibilities

#### Special Educational Needs Coordinator

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in

receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision /
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

### Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the EAL Curriculum Leader, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background

- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the EAL Curriculum Leader, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- in collaboration with the EAL Curriculum Leader, supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- in collaboration with the EAL Curriculum Leader, advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### Class teacher

- liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.  
 Stage 1-We do register these children.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a more in depth Individual Education Plan ( Pupil Passport) to address a special educational need .They would be on Early Help. Stage 2
  - Stage 3 Statement or EHCP- These pupils will access additional support.
- securing good provision and good outcomes for all groups of vulnerable learners by :

- o providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- o ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
- o ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

## 5. North Lakes School Inclusion Policy

### Types of Special Educational Need provision at NLS



As an inclusive school we have had success in providing for a wide range of different needs.

The areas of need that are described in the SEN Code of Practice are:

Communication and interaction – this includes children/young people with Speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.

Cognition and learning – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (6.28-6.35)

Children/ young people with any of these needs can be included in our school community

North Lakes School is a mainstream junior school that has a Strategically Resourced Provision for 8 pupils with SEN. As a mainstream school we are inclusive of children with specific types of Special Educational Needs who are taught with their peers supported by additional special facilities and staffing.

North Lakes School is proud of its Strategically Resourced Provision which operates in partnership with three other Eden Valley schools who have similar facilities. North Lakes School strongly believes that:

- The Strategic Provision offers families a positive alternative choice from a mainstream or Special School place
- Children have a right to be included wherever possible in mainstream education, so as to access a wide range of experience and be at the heart of the school community
- This Provision affords children with additional needs the opportunity to be part of our whole school family, and helps to prepare them for future life in the community
- This Provision supports children and families, creates networks and encourages full social inclusion for the children
- This promotes real community cohesion, mutual awareness and understanding:
- It counters discrimination and helps all of our children to learn about the diversity and range of learning needs

North Lakes School is resourced to meet the needs of children from the Eden Valley with:

- Severe and Complex Learning Difficulties (including Autism and Asperger's Syndrome)
- Physical and Medical Needs

North Lakes School can offer children access to a designated classroom space/resource as required ("Grasmere class"), along with planned and managed inclusion in mainstream as appropriate to need. The school offers access to a sensory room and garden, a ball pool, weekly riding and swimming sessions, a food technology room and regular free and supervised trips into the community using the school minibus.

The school also has a specialist teacher for autism on site, and has full access to Local Authority Specialist teachers.

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. We additionally make provision for pupils whose needs and/or demands are significant, severe or profound, we would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

## 6. North Lakes School Inclusion Policy Incorporating disability issues into the curriculum Terminology, imagery and disability equality



The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

Disabled adults are invited to work with the children, as we believe it is important to have positive role models; for example in collaboration projects with the Edington Centre.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

North Lakes also recognises the importance of increasing awareness of BSL/Makaton as a language and looks for opportunities for the children to learn basic signs for example through Singing activities.

Visual timetables are displayed in classrooms to ensure that children are aware of the format of the day.

North Lakes School aims to ensure that positive images of disabled children and adults in are on displays, in resources etc.

Circle Time, SEAL and Philosophy for Children are used to facilitate discussion of issues of language and other disability equality issues.

## 7. North Lakes School Inclusion Policy

### Identification and Assessment: Stages of Provision



- Identifying children and young people with SEN and assessing their needs
- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and learning environment of children and young people with SEN
- Evaluating the effectiveness of its provision for children and young people with SEN.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."

SEN Code Of Practice (2014 : Para 1.24)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to mastery/carefully differentiated activities or approaches eg. through further intervention directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a intervention e.g. handwriting, further maths, phonics in addition to the usual school curriculum -. These children will have an intervention plan. At North Lakes they are entered on the school SEN register.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, "A Language in Common" assessment, reading ages, spelling ages, writing assessments, PAM assessments (Maths) other whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- information from previous schools

- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of other funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. E.g. Assessments from Reading intervention..
- Involving an external agency where it is suspected that a special educational need is significant.

### Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching- although North Lakes School- Mastery is an approach being implemented where the inclusive approach and its emphasis on multiple methods of solving a problem and building self-control and resilience in pupils. Pupils may need further intervention to meet the non-negotiables.
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club
- Assertive Mentoring/IEP tutorials between child/ parents/class teacher and SENCO

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO/senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO/EMA co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.

- attendance records and liaison with staff and families.
- Assertive Mentoring meetings with parents, pupils and staff. The SENCO will attend termly Assertive Mentoring (AM) Meetings along with the class teacher, for all children who are on the Code of Practice. Individual children and their parent(s) will also be present. Targets will be highlighted on the AM information sheets.
- regular meetings about pupils' progress between the Senior leaders and the head teacher/ Head teacher and classroom teachers.
- Headteacher's Report to governors

### Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. An Early Help will be initiated. Further advice will be taken and implemented.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt additional funding or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- The school's approach to IEPs ( Pupil Passports), which it is recognised are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
  - IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".

- IEPs will be based on informed assessment and will include the input of outside agencies,
- IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- IEPs will be time-limited – based on termly review, and there will be an agreed “where to next?”
- IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- IEPs will specify how often the target(s) will be covered
- IEPs will state what the learner is going to learn – not what the teacher is going to teach - and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through discussion between teacher and SENCO, parents/ carers and pupil, and other professionals (the precise order for this will vary from pupil to pupil).
- IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

The SENCO will attend termly Assertive Mentoring (AM) Meetings along with the class teacher, for all children who are on the Code of Practice. Individual children and their parent(s) will also be present. An IEP will be additionally drawn up at this meeting.

### Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

North Lakes School will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

SEN review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- The school's generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)

- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

## 8. North Lakes School Inclusion Policy

### How pupils with SEN are enabled to engage with all pupils



- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in the classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

## 9. North Lakes School Inclusion Policy Support for improving emotional and social development, including listening to pupils and preventing bullying



North Lakes School supports the emotional, mental and social development of children/young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32) Provision is made for pupils' spiritual, moral, social and cultural development.

North Lakes School provides

- 1:1 sessions with teachers to discuss essential social/ emotional / mental issues
- Opportunities to build an individual child's self- esteem with responsibilities etc.
- Early Help Assessment - working with families and other supportive agencies
- SEAL curriculum - Children explore critically and constructively emotional and social issues.
- Nurture group facilities within school. A playtime nurture group (Sanctuary) to provide support during unstructured times. Learning in a small group where social and emotional skills are explored and developed in a nurturing, safe environment.
- Assemblies - whole school focus on SEAL themes.
- Anti- bullying week
- Continued vigilance and zero tolerance of bullying. Golden rule 'Don't be a Bystander, be a Defender', actively supported and evaluated by School Council.
- Regular pupil voice questionnaires including specific anti-bullying questionnaires
- School Parent Support Adviser to work with low attenders (Usually children with other social and emotional issues)
- Pupil Assertive Mentoring with children self-evaluating on their behaviour and progress
- P4C - Creatively, collaboratively and critically question aspects of Social, Emotional and Mental development.

Pupils enjoy the interaction they have with each other and their teachers. They are polite, helpful, articulate and enthusiastic, showing they value their school and respect adults by their exemplary behaviour in and around school. They speak highly of staff and trust them to help with their needs. Pupils help to define the Golden Rules each year so that they are meaningful and relevant and they are subsequently happy to follow these. The most important rule is "We treat others how we would like to be treated" and this is reflected in their attitudes towards one another. They enjoy the rewards that they achieve for their positive behaviour and are particularly proud of the way the school celebrates their achievements, which encourages them to engage in more and do even better. They have roles within tuck-shop, as playground buddies and as volunteers, for example as readers. They give willingly of their time, as one pupil said, "I like to be a role model and care for others" and another "I love to help other children, it means I have more friends."

Ofsted September 2018-Eizabeth Stevens-Her Majesty's Inspector.

## 10. North Lakes School Inclusion Policy Staff training and expertise in relation to pupils with SEN



In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

## 11. North Lakes School Inclusion Policy Equipment and facilities to support pupils with SEN SEN budget



- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to the first 11 hours. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/ hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.
- We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the Pupil Premium. (6.96, 6.97)
- The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99)
- In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95,9.98)

## 12. North Lakes School Inclusion Policy Consultation with Parents and Pupils



### Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning (Assertive Mentoring AM)
- identify their own needs and learn about learning (Assertive Mentoring AM)
- share in individual target setting across the curriculum so that they know what their targets are and why they have them, self-review their progress and set new targets (AM)
- for some pupils with special educational needs - monitor their success at achieving the targets on their Individual Education Plan.

- for those pupils with an Early Help Assessment – full involvement in drawing up a Pupil Passport and clearly stating their needs and views

### 13. North Lakes School Inclusion Policy Involving other agencies in meeting the needs of pupils with SEN



North Lakes School will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including :

- Early Help team (formerly CAF team)
- CAMHS
- Educational Psychology Service
- Cumbria Parent Partnership Service
- East Cumbria Family Support
- Eden Family Careers
- MENCAP/Barnardos
- Local NHS services
- Salvation Army (Food Parcels)
- Penrith Charities ( Funding for Educational Visits)
- Multi-agency Safeguarding Hub (formerly Triage)

In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).

We have a clear point of contact within the school, ie the SENCo, who will coordinate the support from outside agencies for each pupil.

## 14. North Lakes School Inclusion Policy Supporting pupils with SEN in transition between schools



- We will ensure smooth transition into our school from the feeder school (normally Brunswick Infant School or KS1 of Beaconside Primary School) and from North Lakes School to the chosen secondary school.
- We will ensure early and timely planning for transfer to a pupil's next phase of education (feeder schools and secondary schools) and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on (from feeder schools and to secondary schools) will be carefully planned and will include familiarisation visits and meetings with key workers. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise

### Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

## 15. North Lakes School Inclusion Policy Complaints relating to provision for pupils with SEN



If there are any concerns relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by the Headteacher. .

In the case of an unresolved concern, or if the issue is registered as a formal complaint, the issue should be taken through the general Governors' Complaints Procedure (see separate Complaints Policy). The governor with specific responsibility for SEN/inclusion may be involved if necessary.)

## 16. North Lakes School Inclusion Policy Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.



Key information about the school and its provision will be found at:  
[www.northlakes.cumbria.sch.uk/](http://www.northlakes.cumbria.sch.uk/) about us/ key information/ inclusion

Effective working links will be maintained with:

- o CAMHS- [www.cumbriapartnership.nhs.uk](http://www.cumbriapartnership.nhs.uk)
- o Educational Psychology Service- [www.cumbria.gov.uk](http://www.cumbria.gov.uk)
- o Cumbria Parent Partnership Service- [www.cypvsrg.org.uk/index.php](http://www.cypvsrg.org.uk/index.php)
- o East Cumbria Family Support- [www.eastcumbriafamilysupport.org.uk](http://www.eastcumbriafamilysupport.org.uk)
- o Eden Carers- [www.edencarers.co.uk/](http://www.edencarers.co.uk/)
- o MENCAP- [edenmencap.org.uk](http://edenmencap.org.uk)
- o Barnardos- [www.barnardos.org.uk](http://www.barnardos.org.uk)
- o Local NHS services- Springboard Child Development Centre  
<https://www.cumbriapartnership.nhs.uk>
- o Salvation Army (Food Parcels) [www.salvationarmy.org.uk/penrith](http://www.salvationarmy.org.uk/penrith)
- o Penrith Charities (Funding for Educational Visits)
- o Multi-agency safeguarding hub including social services and the Police.  
[www.cumbria.gov.uk/childrensservices/contacts/eden](http://www.cumbria.gov.uk/childrensservices/contacts/eden)
- o Feeder Schools and Secondary Schools
- o Autism/ Aspergers Support-  
[www.netmums.com/northcumbria/local/special-needs-autism-asperger](http://www.netmums.com/northcumbria/local/special-needs-autism-asperger)

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help team and Multi-Agency Safeguarding Hub

## 17. North Lakes School Inclusion Policy The Cumbria Local Authority Offer



### Cumbria`s Local Offer

Cumbria Local Offer is a signposting service for parents/carers and their children with special educational needs and/or disabilities (SEND), to information about provision that they expect to be available across education, health and social care for children and young people with SEND.

It should also set out information for those who do not have Education, Health and Care Plans (EHCP). It has two key purposes:

- To provide clear, comprehensive, accessible and up-to date information about provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, and service providers in its development and review.

It must include provision in the local authority's area, and any provision outside the area that the local authority expects to be used by children/young people with SEND.

Cumbria LA have worked with parent/carer groups and children and young people to produce the Cumbria Local Offer, and we will c

ontinue to do so in order to keep it up-to-date and relevant to the people that it is intended for. It will also help to monitor which provision and services are needed.

If you click on the link below, it will take you to the Cumbria Local Offer:

<http://www.cumbria.gov.uk/childrenandfamilies/specialneeds/localoffer>

If you cannot find the information that you need please make contact with:

North Lakes School's Local Offer is published as part of Cumbria's Local Offer and on the school website.

[www.northlakes.cumbria.sch.uk/keyinfo.asp/ inclusion/local offer](http://www.northlakes.cumbria.sch.uk/keyinfo.asp/inclusion/local_offer)

## 18. North Lakes School Inclusion Policy Inclusion of pupils with English as an Additional Language



### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## 19. North Lakes School Inclusion Policy Inclusion of pupils who are Looked After or in Local Authority Care



Our school recognises that:

- Children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003] why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

20. North Lakes School Inclusion Policy  
Inclusion of pupils who are very able and/or talented



## NORTH LAKES SCHOOL



*Learning together, valuing all,  
enjoying and achieving*

### Inclusion of Pupils who are ABLE, GIFTED AND TALENTED CHILDREN

North Lakes School and its community share in a positive ethos which states:

We will provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment.

We will value, respect and listen to all members of our community, developing self worth, creativity and responsibility through our learning.

We will nurture each child, and support them in learning to contribute as responsible and positive members of society.

Our school supports all staff and the wider community in recognising and meeting the needs of the school's more able, gifted and talented pupils so that they may be enabled to make the best possible progress and further develop their skills.

## RATIONALE

As an inclusive school we aim to support the school ethos by driving and directing high quality learning. We believe that all children are entitled to an engaging and challenging education that will enable them to develop towards their full potential, be that intellectual, linguistic, academic, mechanical, spatial, physical, creative and aesthetic, spiritual or social.

We believe that children possess a wide variety and degree of gifts, talents and intelligences, but also that intelligence can be cultivated through effort, experience and learning from that effort and experience. Rather than praising intelligence and performance alone, we believe that students should be encouraged and celebrated when they exert effort, take intellectual risks, seek out new challenges and new learning, or try novel approaches in the face of setbacks.

The education of every child should be, as far as possible, individually planned; we are committed to providing a sufficiently challenging curriculum for all pupils. All students will respond well to an enriched, extended and challenging curriculum.

We will provide opportunities to identify and nurture those who are able, gifted or talented, and their exceptional talents or abilities. When specific attention is given to the needs of the more able children, the quality of learning for all children is likely to improve.

At the same time, provision for the most able does not mean providing something fundamentally different from the high quality teaching and learning expected in school. In this way, this policy is for all children and it complements existing practice in teaching learning and assessment; Professor Deborah Eyre wrote in 2001:

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different”.

We strive to:

- target and meet particular social, emotional or intellectual needs
- raise aspirations and expectations of the whole school, through challenge and engagement
- celebrate effort, gifts and talents, and promote a positive, inclusive culture
- create opportunities for all children to flourish, and to work at levels appropriate to their ability
- promote higher order thinking skills
- encourage independent and personalised learning
- promote opportunities for team working and problem solving

- support the whole school ethos, valuing individuals and expecting the best, believing all children will respond well to an enriched, extended and challenging curriculum
- to reinforce approaches to inclusion, learning, teaching and assessment, (especially Assessment for Learning), and to link provision for Able, Gifted & Talented children to whole school practice

#### DEFINITIONS: GIFTED, TALENTED AND ABLE PUPILS

Gifted pupils are those “who achieve or have the ability to achieve, at a level significantly in advance of the average for their year group in their school in the statutory academic curriculum.”

At North Lakes School a notional benchmark of an age standardised score of 120 + has been set for identification of “gifted pupils”. This will vary year by year but may average around 5-10% of any cohort.

Talented children are those who have similar abilities in Art, Music, PE, Sport or Creative Arts, again typically perhaps 5-10% of any cohort.

While Gifted and Talented children might be seen to be working at least two years ahead of the average, Able pupils at North Lakes School are defined as those working at least a year ahead of the norm, in any areas, and may typically constitute around 20% of any cohort.

We ensure we support the achievement of all three groups.

#### IDENTIFICATION OF ABLE, GIFTED AND TALENTED PUPILS

There is no single, simple definition of ability, and ability is developmental, so it will manifest itself differently at different stages. Also, ability, attainment and achievement are all different and will vary according to each child and his or her own circumstances and dispositions.

However, signs of high ability and potential may include:

- Excellent memory and knowledge/use of information
- Strength in problem solving
- Flexibility: seeing and adopting alternative solutions
- Preference for complexity: a tendency to make games and tasks more complex
- Concentration
- Early ability with symbols: number and language
- High levels of fluency and originality in their conversation
- Using research skills to synthesise information
- Looking beyond the question in order to hypothesise and explain
- Enjoyment of manipulating numbers in a variety of ways

Cumbria offer a profile of characteristics of gifted pupils, which is attached in Appendix 1- this provides a useful checklist for identification of pupils.

Staff will use two methods of identification, and responsibility for this lies with the class teacher:

The first is by recognised means including any or all of the following:

- observations of behaviour and achievement
- standardised tests
- pupil progress tracking
- Assertive Mentoring records
- records from previous teachers
- nomination by parents, self, peers and teachers
- assessment against the checklists in this policy.

The second, creative method, is by providing higher level challenges and giving the children the opportunity to reveal their ability in new situations.

Once an identification has been made, this will be recorded on the Gifted and Talented Register- note this is only for Gifted and Talented, rather than the larger "Able" group.

The Register will record the areas in which outstanding ability has been identified, and will record references to any additional projects that the child has accessed, whether the child is achieving to his or her potential, and any particular social and emotional needs.

#### PROVISION FOR ABLE, GIFTED AND TALENTED PUPILS

As in all cases, teachers need to plan effectively to meet the needs of their pupils, and to deploy and guide other adults in support of pupils' learning. At North Lakes School, we aim to meet the needs of all pupils through effective planning and careful support of their learning.

Teachers are expected to provide challenging and engaging activities that cater for a range of learning styles. It is the responsibility of the class teacher to make sure that each child is suitably challenged.

Our whole school policy on Assessment requires staff to involve children actively in their learning, agreeing success criteria, learning targets and in evaluating their own progress.

The whole school framework, based on NACE's "What is Good Teaching and Learning?", as well as the Ofsted Framework, provides a benchmark for teaching and learning which includes provision for able children, and that is the basis for classroom observations in school. All teachers are asked to ensure that all lessons are at least good by these demanding criteria.

Children are entitled to learning that stimulates, interests, challenges, informs, excites and encourages them through dialogue with teachers and other pupils, and active participation in the lesson.

These whole school policies and values will ensure that provision is generally good and give opportunities for able, gifted and talented children to flourish.

Teachers will also need to carefully consider differentiation in their planning so that all pupils' learning is deepened extended and sufficiently paced, for example:

- an emphasis on higher order thinking skills such as problem solving, critical thinking, evaluation and analysis (using, for example, Bloom's Taxonomy and Edward de Bono's Thinking Hats)
- advanced content knowledge.
- facilitating greater independence in learning
- using more complex and demanding resources
- an emphasis on teaching, developing and using research skills
- less repetition, and moving more quickly when appropriate through basic skills, to higher level extension or application activities

Classroom organisation for differentiation might involve:

- an open ended task for all
- different tasks for different groups
- individually negotiated tasks
- core for all plus options for some
- specialist input/support
- one-to-one mentoring

Mixed age classes will contain a wide range of ability in which differentiation is very necessary and sometimes challenging. Useful strategies are:

- role assigning to individuals or groups eg hot seating, group leadership, reporting, chairing, task explanation, researching
- role playing in debates or simulations
- giving less support and fewer instructions for some
- setting longer term tasks with greater responsibility where appropriate
- providing choice in how to handle content- different media and resources
- providing differentiated resources for pupils to use
- differentiating questioning
- offering support with additional adults
- setting differentiated homework

It is not normal practice for children to be accelerated beyond their year group to work in a class composed entirely of older children, as this can have undesirable effects on social and emotional aspects of learning. However, each case will be judged on its merits and according to the

individual child's needs, and in exceptional cases this will be considered, particularly for areas such as Basic Skills Maths sessions when the children are grouped on ability rather than age.

The learning environment is a significant factor in promoting high achievement and expectations for all pupils. Teachers are encouraged to consider the importance of:

- the use of quality resources for learning including computing.
- good behaviour and a positive classroom climate for learning (see Positive Behaviour Policy)
- the modelling of emotional intelligence and positive, caring, happy relationships
- plenary sessions, sharing times, display and assemblies that celebrate effort, problem solving, risk taking in learning and achievement
- the use of self- assessment and evaluations which enable children to reflect on progress and their own learning

## ROLES AND RESPONSIBILITIES

Class teachers should:

- follow the provisions of this and related whole school policies to ensure the inclusion of, and challenge for, all pupils
- actively celebrate in class and assemblies, the effort, problem solving, and risk taking in learning and achievement that leads to success
- collect samples of work for named children which demonstrate identified gifts and talents
- liaise with the G&T Coordinator to provide updated information for the G&T Register
- liaise with colleagues relating to A,G&T pupils on transfer of pupils within and beyond key stages
- liaise professionally and clearly with parents regarding their pupils' progress
- participate actively in INSET regarding Able, Gifted and Talented Pupils

Subject Leaders should:

- monitor planning, scrutinise work samples, displays and observe lessons for evidence of appropriate differentiation, pupil involvement and challenge in teaching and learning in their subject across the school
- advise staff on planning for very able pupils to ensure appropriate extension and challenge where necessary

The Gifted and Talented Co-ordinator should:

- co-ordinate from pupil attainment data and teacher identification, a Register of children with specific gifts and talents
- ensure the Register is updated and relevant information is added eg extension projects, social/emotional needs and under achievement
- actively celebrate in assemblies, the effort, problem solving, and risk taking in learning and achievement that leads to success

- monitor planning, scrutinise work samples and observe lessons for evidence of appropriate differentiation, pupil involvement and challenge for all pupils in teaching and learning across the school
- seek opportunities to provide enrichment and extension activities, in or beyond the classroom whenever possible
- attend appropriate INSET and organise or provide INSET for staff
- include items on Able, Gifted and Talented pupils in staff meetings and in discussion of other issues
- use pupil tracking data to evaluate progress made by Gifted and Talented pupils at least annually
- lead the review of this policy on a regular basis, update the Mini Action Plan and give feedback to the named Governor as well as the full Governing Body

The nominated Governor for Able, Gifted and Talented pupils should:

- keep abreast of developments in school by liaising with the G&T coordinator and observing lessons
- ensure that able, gifted and talented pupils are on the agenda in discussions of teaching, learning and school management, and mentioned as appropriate in the SEV and School Improvement Plan.

## 21. North Lakes School Inclusion Policy Data Protection



Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child/young person. (9.211)

IEPs and Pupil Mentoring Sheets will be kept securely in consistent places and will be shared between children, parents and teachers and other specialists/assessors.

See our Data Protection policy-GPDR for more information.

## 22. North Lakes School Inclusion Policy Other Related Policies



Other school policies that include information that may be important for pupils with SEN are:

Positive Behaviour and Anti Bullying Policy <https://www.northlakes.cumbria.sch.uk/key-info/>

Single Equality Statement and specific Equality policies.

<https://www.northlakes.cumbria.sch.uk/key-info/>

Accessibility Plan <https://www.northlakes.cumbria.sch.uk/key-info/>

Teaching and Learning Policy <https://www.northlakes.cumbria.sch.uk/key-info/>

Assessment Recording and Reporting, Marking and Feedback Policy

<https://www.northlakes.cumbria.sch.uk/key-info/>

Positive Behaviour Policy <https://www.northlakes.cumbria.sch.uk/key-info/>

Individual Curriculum Policies <https://www.northlakes.cumbria.sch.uk/key-info/>

This policy will be reviewed annually by the governing body and was last reviewed in April 2015

