

# The Crabtree Academy Trust

Crabtree Lane, Harpenden, Herts. AL5 5PU



**Crabtree Infants' School**

Headteacher: Mrs Sally Patrick

**Crabtree Junior School**

Headteacher Mr Ian Patrick

## Inclusion

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The governing body shall conduct the school with a view to promoting high standards of educational achievement

Crabtree Academy Trust is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Version	Date	Notes
V1.0	11-Feb-2015	Approved by Board of Directors

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## 1. Aims

The Crabtree Academy Trust welcomes pupils with a wide range of abilities and talents. The Trust aims to promote achievement and success in a learning community by encouraging learning for all, with each pupil valued as an individual. We believe that it is important that all children move forward intellectually without becoming isolated or excluded from their cohort and that they acquire skills relevant to learning.

We know that all children can learn, achieve and make progress, and we are firmly committed to the *SEN Code of Practice 2014* and strategies which promote inclusion.

Our vision and values reflect the general duty prescribed by the *Equality Act 2010* to:

- Eliminate discrimination, harassment and victimisation and any other prejudicial conduct that is prohibited by or under the *Equality Act 2010*;
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

We have a commitment to promoting the achievement of all children with protected characteristics, *i.e.* disability, sexual reassignment, race, religion or belief, sex or sexual orientation.

To get a true picture of our commitment to the best inclusive practice, this policy should be read in conjunction with the individual schools' Teaching & Learning Policies, which demonstrate that teaching within the Trust is wholly inclusive and that supporting those with Special Educational Needs & Disability (SEN & D) and providing challenge and extension for exceptionally more able children is part of our whole school provision.

## 2. Policy

The Trust believes that all children have an entitlement of access to the entire curriculum whatever their ability, and the schools strive to bring out the best in each individual child to ensure their full potential and to support pupils to enable them to achieve highly in all aspects of personal development. This includes those pupils with special educational needs (SEN) and pupils who display a talent or a gift in an aspect of their learning.

### 2.1 Special Educational Needs

The Trust aims to promote spiritual, moral, social, cognitive, cultural, academic and physical development for all its pupils. We believe that Inclusion lies at the heart of everything we do and that children with SEN have a right to be educated alongside their peers in a mainstream setting. Inclusion is an unending process of increasing participation and providing learning opportunities for all pupils; early identification of a child's SEN is key to planning for their provision.

The Trust is committed to continuous tracking and assessment of *all* pupils, with a view to early identification of a child's SEN and provision of appropriate support. We endeavour to monitor all pupils and identify those who are not making adequate progress in the four broad areas specified in the *SEN Code of Practice 2014*, *i.e.* communication and interaction; cognition and learning; behaviour, emotional and social development; and sensory and/or physical development. We aim to use careful formative assessment as a means of ensuring maximum pupil progress.

The underlying principles, which are central to the Code of Practice, are that:

- provision for SEN pupils should match the nature of their needs, and
- there should be regular recording of a child's SEN, the actions taken and the outcomes and that provision and outcomes need to be shared with parents.

## **2.2 Exceptionally More Able Children**

At The Crabtree Academy Trust we use the terminology of *exceptionally more able* and we apply this terminology to children working significantly above their peers; specifically, in the Junior School we define this cohort as being the top 5% of the year group. However, we also recognise the wide spectrum of human talents and abilities; recognising multiple intelligences rather than just academic strengths and also 'trans-intellective' strengths, e.g. empathy, resourcefulness and resilience.

We put an emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish. Wherever possible we promote areas for these to be nurtured both through the curriculum and after school clubs. This is especially evident in our provision for sport and music at the school.

We aim to provide: -

- A challenging curriculum enabling pupils to work at high cognitive levels. All staff are aware of *Blooms Taxonomy* and the teachers use higher order questions within their lessons.
- Access to suitable differentiated and challenging curriculum: opportunities for pupils to identify and develop a unique profile of learning dispositions, gifts, talents within a broad and balanced curriculum which considers the development of the whole child: social and interpersonal skills are developed alongside curriculum subjects.
- Commitment to lifelong learning, effective thinking skills and the ability to work as a team.
- Opportunities to develop specific skills and talents.

There are three basic ways of meeting the needs of exceptionally more able pupils: acceleration, enrichment and extension (*see Appendix 1*).

## **3. Admission Arrangements**

The Trust is the Admitting Authority for Crabtree Infants' School and Crabtree Junior School and is responsible for setting the rules by which children will be admitted to the school. As Admitting Authority the Crabtree Academy Trust currently maintains the same admissions arrangements as those applied by Hertfordshire County Council (HCC) for community schools, which adhere to the *SEN Code of Practice (2014)*. Children with SEND are considered for admission on the same basis as those without SEND.

## **4. Roles and Responsibilities**

### **4.1 Inclusion co-ordinator (InCo)**

The InCo, Anna Baillie-Lane, works full-time across both schools, currently 0.6 at the Junior School and 0.4 at the Infants' School. She is supported by an HLTA in both schools (Julia Niven – Crabtree Infants'; Marianne Wheeler – Crabtree Junior).

Responsibilities include: planning, assessment, monitoring, co-ordination, communication, record keeping, liaison and staff development (including personal CPD) to deliver additional provision for Wave 2 and Wave 3 pupils in close partnership with the Headteacher, Class Teachers, Teaching Assistants, children and parents.

The InCo role is identified as a key post in the strategic leadership of the school.

The InCo meets fortnightly with each of the Headteachers to discuss current and on-going issues in the schools; and half-termly to evaluate Wave 2 and Wave 3 provision and their impact on the children.

The InCo reports termly to Governors on progress of SEND children and gives information on provision and support via the Headteacher's Report. The InCo is responsible for publishing the schools' SEN Offer for Parents on the website.

The InCo seeks to keep colleagues abreast of best practice initiatives through regular INSET and CPD opportunities, taking account of National and Herts training and with reference to informative documentation such as the SEN Tool Kit and a range of checklists as suggested by the County SEN Advisory Service.

#### **4.2 Coordinators for Exceptionally More Able Children**

Each school has a member of staff with particular responsibility for provision for Exceptionally More Able Children. These are:

Crabtree Infants': Sarah Roberson

Crabtree Junior: Tracy Clements

#### **4.3 Governors**

The Trust is firmly committed to effective Inclusion at the Crabtree Schools. The Linked Governors for Inclusion (including SEN and Exceptionally More Able provision) are:

Crabtree Infants': Kathy Connolly

Crabtree Junior: Phil Kendall/Vicky Clark

The local governing bodies report annually to parents on the success of the education provided for SEN & D pupils, and are responsible for establishing appropriate staffing and funding to allow the SEN & D policy to be implemented and the inclusion of all children: this includes monitoring the Disability, Equality and Accessibility Plans. Monitoring of inclusive practice within the school is facilitated through termly governor visits.

Please refer to the Complaints Policy about reporting arrangements for complaints to Governors from parents of SEN & D children.

## **5. Teaching for Learning**

Crabtree Academy Trust recognises that for children to achieve their full potential they need an effective learning environment and we are committed to providing appropriate and up to date technology in the classrooms to support the children's learning.

Special Educational provision is educational or training provision that is additional to or different from that made for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

We advocate learning beyond the classroom, within and beyond the school, in the community. We plan a broad and balanced curriculum with effective and inclusive opportunities for all children to learn. All teachers are aware of their children's preferred learning styles and teach accordingly using appropriate learning: enrichment, extension and enjoyment.

We take the following into account:

- All adults having high expectations for all pupils
- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We celebrate pupils' achievements on a weekly basis in whole school assemblies in each school.

### **5.1 Infants' School**

The majority of our children come from local nurseries and close liaison with families and external advisors allows the Infants to pre-plan for Inclusion, where needs have already been identified. In the Early Years Foundation Stage, children are given time to settle into

school routines, staff make observations and use the Early Years Foundation Stage Profile to identify needs to inform provision.

Staff set appropriately challenging targets at the start of each academic year based on the previous year's performance. These are reviewed termly. Numerical targets (including P levels for Y2) will be recorded for Maths and English. Children will be involved in planning how to work towards these targets through written and verbal guidance. Performance data is evaluated by the Key Stage Leader, InCo and Headteacher in the Autumn term and is monitored throughout the year. The individual progress of all pupils is tracked and adjustments in provision made accordingly.

## **5.2 Junior School**

Year group and individual targets are set based on the outcomes of assessment procedures carried out in May. Targets will be recorded for Maths and English. Children will be involved in planning how to work towards these targets through written and verbal guidance. The aim of target setting is to raise self-esteem, which is crucial to successful learning. School performance data is evaluated by the class teacher, InCo and Headteacher after every assessment and is monitored throughout the year. The individual progress of all pupils is tracked and adjustments in provision made accordingly.

Some individuals or small groups may be withdrawn from lessons to address specific needs when considered appropriate.

There are strategies in use for addressing the needs of pupils who are of high ability or have gifts and talents (but also recognisable as elements available for children with a range of needs) which are referenced in the Policy for Exceptionally More Able Pupils.

PE staff differentiate for pupils with physical and neurological impairment in consultation with external professionals.

## **6. Attainment**

The Trust has high expectations of all its pupils and believes that every pupil, including those with SEN & D and others who may be vulnerable in their learning (such as Children Looked After, children with English as an Additional Language, children in receipt of Pupil Premium, Traveller children, etc.) can make good progress.

### **6.1 Monitoring**

Each pupil is monitored on a daily basis by his or her class teacher, who sets regular targets and monitors the achievement of those targets. In the Infants School, pupils are assessed through teacher assessment three times a year. At Crabtree Junior School, pupils are formally tested at least once a year, with ongoing weekly assessments occurring in class through APP (Assessing Pupil Progress). The provision for exceptionally more able pupils is monitored through provision mapping, work sampling, classroom observation and the analysis of test results and 'value added.'

If there is clear evidence that the pupil is failing to make adequate progress and that the attainment gap between a pupil with SEN and their peer cohort is increasing, there is cause for concern.

There is termly reviewing of targets and provision. This can be every half term for the IEPs of children with an identified need, including those with a Statement of Special Educational Needs or an Education and Health Care Plan. Where it is noted that progress is not being made, further investigations will attempt to identify causal factors. These may be discussed in early/additional review meetings involving all concerned. New advice may be taken and acted upon and outcome of the interventions closely monitored.

Governors also conduct evaluation of progress and attainment by regular review of performance data at Curriculum Committee meetings and also through the Headteachers' Reports to the Local Governing Bodies.

## **6.2 Personal and Social**

At The Crabtree Academy Trust we promote an ethos of provision for emotional, social and intellectual development; developing interpersonal and intrapersonal skills, emotional intelligence, creative development, self-esteem.

There are a number of ways of supporting children with social and emotional needs.

- Incidents/Conversation log – between pupil, staff, parent.
- Personal Education Plans (Children Looked After).
- Pastoral Support Plans for children with extreme behaviour issues or who have been excluded.
- Behaviour targets or Individual Education Plans (IEPs).
- At the Junior School, children requiring a quiet space at lunchtime attend 'Play leaders' Club' – 3 times a week.
- Social skills programmes such as Time to Talk, Socially Speaking, Circle of Friends, Bright Stars or SEAL Silver group work

## **7. Parent partnership**

Chapter 2 of the SEN Code of Practice 2014 states that “parents have statutory rights to contribute to the decision making process about their child’s education”.

We recognise that parents know their children best and the school works in partnership with parents to establish children’s needs. We listen to all pupils and are increasingly involving them in planning to meet their needs. We place great significance on the personal responsibility of everyone to play their part in meeting those needs. This is done through the CAF system, regular meetings with external professionals, termly consultations both with class teachers and with the Inclusion Coordinator (InCo), or presentations to parents on specific Inclusion subjects such as Dyslexia or Autistic Spectrum Disorders.

Review meetings are set up for all parents of children with SEN & D to evaluate the impact of their child’s provision and discuss the next steps to support their child.

The Trust promotes the following:-

- Having positive attitudes towards parents, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures and being aware of needs parents might have in respect of a disability or communication and linguistic barriers (where known by the school).
- Recognising the pressures a parent may be under because of their child’s needs.
- Acknowledging the importance of parents’ knowledge and expertise in relation to their own child.
- Gaining parental permission before referring their children to others for support.

School policies are available on the school website and in the school office. There are Inclusion and Assessment pages on the Junior School website, including a document called 'Demystifying Interventions' which briefly describes the interventions in school for parent information. The 'Local Offer' which is a statutory document outlining all the information about the provision in the school is also available on both schools' websites.

## **8. Pupil participation**

Pupils are invited and encouraged to evaluate the effectiveness of the interventions on their confidence and independent learning. The ethos of the Crabtree Academy Trust encourages and supports pupil participation and access to all aspects of school life through:

- including pupils in evaluating their own progress (encouraging them to know and own their own targets).
- the use of differentiated success criteria within lessons.
- School Council and pastoral support systems
- genuine commitment by all staff to active pupil participation
- special agreements to address specific needs where appropriate
- Social and Emotional Aspects of Learning: whole school and small group activities.

Where possible, SEN pupils are involved in discussions about their needs and provision, including at the Statutory Assessment phase at:

- the initial assessment phase
- annual reviews and IEP reviews
- transition planning
- the point where appropriate schools are being discussed.

## 9. Transitions

Teachers ensure that all transitions are supported through effective communication. This is important for all pupils but particularly so for vulnerable children who, either educationally or emotionally, will find the moves challenging

### Yearly transitions

During the summer term, formal discussions occur between the current teacher and the teacher of the following year group; these discussions may also involve the InCo. This allows for all areas of each individual child to be discussed and specific abilities or talents to be highlighted. SEN files are handed over at this point to ensure continuity.

### KS1 and KS2 transitions

There is a structured programme of transition between Early Years Foundation Stage, Key Stage 1 and the move from the Infants' to the Junior School for all children, to minimise stress and enable continuity of provision.

For vulnerable children joining the Infants' School, there is a programme of extra familiarisation visits and 'photo books' are compiled to provide the child with the links to their new school during the summer break.

The close liaison between the Crabtree Schools and sharing of the same InCo allows the Junior School to pre-plan the provision where needs/talents have already been identified.

- Y2 and Y3 teachers meet to discuss all the children.
- InCo arranges extra visits for statemented and identified vulnerable children.
- Transition arrangements for all children, including those coming from other schools.
- Buddy system for children coming from other schools.

### Secondary transition

- Advisory Teams support individual SEN & D children and through specialised programmes.
- LINKS transition programme for all children who have received LINKS support in the Junior School.
- Extra visits to secondary schools organised for vulnerable children.
- School InCo meets secondary colleagues to discuss individual children and support ENF applications.

- Secondary colleagues attend Year 6 Statement Annual Reviews.

## **10. Facilities to support disabled pupils**

The schools are fully wheelchair accessible and have:

- Ramps to classroom doorways
- Disabled toilets
- Fixed and mobile hoists
- Height adjustable changing table
- Automatic doors with disabled button at front entrance of each school
- Soundfield system (in four classrooms in the Junior School)
- Modifications to classrooms such as extra curtains to muffle sound for hearing impaired children
- Individual pieces of equipment to support staff helping children making physical transitions from one piece of equipment to another

## **11. Arrangements for Monitoring and Review**

This policy shall be reviewed in full by the Trust at least once every three years in accordance with the Academy Year Planner. The Inclusion Manager shall inform the Board of any changes to statutory and non-statutory guidance.

The governors undertake to monitor the SEN provision, to ensure it continues to match the nature of children's individual SEN & D.

The coordinator for Exceptionally More Able Children keeps a record of these children on the Exceptionally More Able Register and tracks their progress through the school so that we can ensure that children are continuing to make progress in each year group.

### **11.1 Evaluating Success**

The culture, practice, management and deployment of resources within the Trust are designed to ensure that the needs of all children are met:

- Any pupil's special needs, gifts or talents are identified early.
- The wishes of pupils and parents are central to decision making.
- The school works hard to support the educational partnership of professionals and parents.
- Interventions for each pupil are reviewed regularly and best practice is exploited when devising interventions.
- External advice is used effectively.

The success of this policy will be evaluated against the following indicators:

- High ability children will achieve more of their targets and be provided with additional learning challenges, whilst ensuring that their personal, social and health needs are carefully considered at all times.
- The extent to which standards have improved generally across groups of pupils with identified SEN and all other identified vulnerable groups (measured by National Curriculum levels; and aspects of PSHE where appropriate).

## Appendix 1: Acceleration, Enrichment and Extension

There are three basic ways of meeting the needs of exceptionally more able pupils, acceleration, enrichment and extension.

**Acceleration** consists of enabling a pupil to access work which would typically be for older pupils. This is done by extending and enriching the curriculum for such a pupil or simply giving them work which would more typically be given to older pupils.

**Enrichment** consists of broadening a pupil's education. Enrichment can consist of enabling a pupil to study aspects of a topic which there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

**Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

At The Crabtree Academy Trust we focus upon *enrichment* and *extension* as the two basic strategies for meeting the needs of exceptionally more able pupils. *Acceleration* is used only when there is a demonstrable reason for thinking that *enrichment* and *extension* are not meeting the needs of a pupil.

We address *extension* and *enrichment* of the curriculum for exceptionally more able pupils by:

- Providing a differentiated curriculum, offering a range of opportunities for independent learning and open-ended investigation, which allow higher cognitive skills to broaden appreciation of a topic.
- Encouraging children to pursue tasks which extend their thinking through projects they can undertake at home.
- Providing opportunities, where possible, for peers identified as sharing talents to work together, *e.g.* in maths, including opportunities to participate in inter-school master classes and challenge days.
- Celebrating success for enrichment opportunities undertaken out of school.
- Providing a range of lunch-time and after school clubs which enable pupils to broaden their knowledge and interests, and encourage talented pupils to excel. These clubs include a range of different sporting activities organised by the PE Coordinators and also through ICT by members of staff.

Subject Leaders, together with the Headteacher, are responsible for monitoring the appropriateness of this provision, and where necessary, making suggestions for how it can be enhanced still further for exceptionally more able children.

## Appendix 2: Evaluation of Adequate Progress

The *SEN Code of Practice* states that adequate progress can be defined in a number of ways. For example, it might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Targets are evaluated termly by class teachers who will inform the Headteacher. The Headteacher and InCo (together with other appropriate senior post holders), will evaluate the success / appropriateness or otherwise of interventions and amend / plan accordingly.

The schools use a variety of measures to track all pupils' progress throughout KS1 and KS2 to ensure adequate progress is made; these include:

- Benchmark data in the form of: the FS Profile; progression into KS1; KS1 Teacher Assessments including P scales; and Teacher Assessments based on KS2 Optional SATs data at the end of Years 3, 4 and 5.
- Use of Herts MIU data and RAISEonline data to inform future planning and the analysis of value added.
- Benchmark data is also used to make initial assessment of children transferring from other schools. Should further action be necessary, the school would undertake either further assessments or seek advice.
- Targets identified at the start of the academic year, set to encourage progress and challenge as a measure of 'value added' across the year group
- On-going monitoring of progress to targets, using AM7 to plot progress and identify actions required for teaching and learning to meet those targets.
- Optional QCA SATs are set in October, February and May for KS2 pupils.
- Ongoing formative teacher assessment, e.g. observation, recorded evidence, as part of everyday classroom procedure.
- Children's self-evaluation
- Non-standardised spelling assessments, which are conducted as need identifies.
- InCo/SEN teacher screening of identified children
- Assessment by outside agencies, if appropriate.
- Provision Maps and IEPs are reviewed as appropriate; for pupils with a Statement of SEN & D these are monitored termly or half-termly. IEPs contain SMART targets that are shared with the child and parents.