



THE WEBBER
INDEPENDENT SCHOOL

INCLUSION POLICY

2018

MODERN

EDUCATOR



Contents

Compliance	3
Rationale	3
Aims	4
Objectives	4
Identifying Special Educational Needs	4
A Graduated Approach to SEN Support	5
Managing Children's needs on the Inclusion Register	5
Criteria for Exiting the Inclusion Register	6
Statement of Special Educational Needs or Education Health and Care Plan	6
Roles and Responsibilities	7

Annexes:

- Annex 1: Cause for Concern Form
- Annex 2: English as an Additional Language Policy
- Annex 3: More Able, Gifted & Talented Policy

Compliance

The Inclusion Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 Act 2014, Equality Act 2010, and the Education Needs and Disability Act 2001.

Rationale

The Webber Independent School is committed to providing high quality education to all the students who attend the school. Our Mission Statement as a school states that; *'Achieving Excellence Together'*.

Based on the GEMS Core Values, at Webber our aims are:

- To inspire and support students in achieving the highest standard possible.
- To provide an exciting, challenging and enriching curriculum within a supportive community in order to promote a love of learning, which will benefit students throughout their lives.
- To discover and nurture individual talents.
- To engage parents in their child's learning journey.
- To promote the value of respect, responsibility, effort and empathy, which enhance independent learning, academic progress and emotional well-being.
- To encourage the skills, ambition and confidence required to become successful global citizens and meet the challenges of the modern world.
- To focus upon the attributes that are highly prized in higher education and the workplace, such as initiative, confidence, perseverance, teamwork and leadership.

We believe that our students, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum whatever their age, gender, ethnicity, impairment, attainment and background.

We pay attention to the provision for, and the achievement of, different groups of learners such as those;

- With Special Educational Needs (SEN)
- With Additional Needs:
 - English as an Additional Language (EAL).
 - More Able, Gifted and/or Talented in areas of the curriculum.

We aim to provide first class teaching that will enable every learner to feel fully included in all aspects of school life and provide them with a strong sense of achievement and self-worth.

Aims

We aim to develop a learning environment where all students can flourish and feel safe. We recognise that students learn at different rates, different ways and may experience different barriers to learning.

We aim to identify student's needs promptly and provide teaching and learning support which enables them to fulfil their potential.

We aim to raise the aspirations of, and expectations for, all students with Special Educational Needs and Disabilities (SEND) and additional needs (EAL), and focus on the outcomes for our students by constantly evaluating the amount and quality of the provision provided.

Objectives

To identify, as early as possible, the need for support and to continually monitor the progress of all students who have SEND and additional needs.

To operate a 'whole student, whole school' approach to the management and provision of support for SEND and Additional Needs.

To facilitate access to the curriculum through differentiated planning by class teachers which is matched to the specific needs of the student and deliver teaching that supports the students needs.

To promote positive perceptions of students with additional needs within the school community and to promote as well as appreciate each student's strengths and build on these.

To enable children to move through their education having been well-equipped to succeed in literacy, numeracy and as independent learners.

To form strong partnerships between all stakeholders so that the students' learning and emotional well-being are effectively supported.

To give the students a voice in planning and in decisions which affect them.

The school SENCo is Simon Jeacock who holds the National Award for Special Educational Needs (NASENCo Award). The SENCo reports regularly to SLT.

Identifying Special Educational Needs

The Webber Independent School has a high regard of recommendations made by the SEND Code of Practice 2014 and acknowledges that a child may experience difficulties accessing the curriculum due to four broad areas of needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A decision is made to introduce special educational provision once the following data has been collected:

- Information about the student's progress, alongside national data and expectations of progress in collaboration with teachers, SENCO and parents.
- Specialised assessments from external agencies and professionals which may include Speech and Language Therapists, Educational Psychologists and/or Occupational Therapists.

Other factors the school takes into account that are not related to SEN but may have a significant impact on the child's progress and attainment include 'Attendance and Punctuality', 'Health and Welfare' or being a 'Looked After Child'. Our aim is to meet the needs of the student by considering the needs of the whole student, not only Special Educational Needs in isolation.

Assess:

- The SENCo will work with teachers to consider all the information gathered from within the school about a pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.
- Particular care will be given when assessing the needs of children for whom English is not their first language. Difficulties relating solely to limitations in English as an additional language are not SEN.
- For higher levels of need the school will call upon more specialised assessments from external agencies and professionals
- As part of the assessment process the school will ensure that parents develop a clear understanding of their child's strengths and difficulties, agreed outcomes and the next steps.

Plan :

- The teacher and SENCo will agree, in consultation with parents and the pupil, the adjustments, interventions and support to be put in place, the expected impact on progress, development or behavior and an agreed date for review.
- A record of meetings will be provided for parents and added to the child's record. At this stage the school will also provide information to parents regarding the additional information, advice and support services provided by the local authority.

Do:

- All staff who work with the pupil will be made aware of their needs, the desired outcomes and the support to be provided and any teaching strategies or approaches to be used. This information will be recorded on the School's information system
- When support from a specialist is required the school will work with the local authority to ensure that it is provided as soon as possible.
- The SENCo will ensure that the choice of interventions to be implemented is based upon reliable evidence of effectiveness and that staff have an appropriate level of knowledge and the skill to deliver them.
- The class teacher remains responsible for working with the child on a daily basis, including when the child is involved in a group or one-to one teaching away from the main class.
- The SENCo will assist teachers with further assessment and in problem solving and advising to remove barriers to learning.

Review:

- The effectiveness of support and intervention will be monitored regularly in accordance with agreed review dates
- The evaluation will include the views of parent and pupil.
- The class teacher, supported by SENCo, will provide evidence of effectiveness and revise the support in light of progress and development.
- When a pupil has an EHC Plan, the local authority must review the plan every 12 months, as a minimum. The school has a duty to co-operate with the local authority in the review process.

A Graduated Approach to SEN Support

At the Webber Independent School we believe that high quality first teaching is pivotal to an inclusive education. The school aims to comply with the guidance made in SEND Code of Practice 2014 in supporting children with SEN.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Withdrawal classes are only offered to those students who experience significant difficulties in accessing the curriculum.

The SEN support takes the form of a four-part cycle: **Assess – Plan – Do – Review**. This approach ensures the following: *‘that earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes’.* (SEND Code of Practice 2014 p.95)

The Webber Independent School offers the following types of provision:

- In-class support during Core Subjects - English, Mathematics and Science lessons
- In-class support during Non-Core lessons
- Withdrawal classes to target specific gaps in the curriculum
- Learning Support Assistance when the needs of the child are extensive

Managing Student’s needs on the Inclusion Register

Once a Student has been identified as having Special Educational Needs and/or Additional Needs, the student is placed on the Inclusion Register which specifies the area of their difficulties and the type of support they will be receiving. On the register it stating what needs have been identified, strategies to overcome these needs.

If the school feels that specialist help is needed the parents will be informed and arrangements made by the parents to obtain the assessment. The parents will be provided with the outcomes of the assessment in the first instance, however, it is expected that they then share the findings with the SENCo; which is then shared with the Head Mistress and the class teacher who will ensure the teaching is tailored to accommodate for the findings made during the assessment. The specialist assessment may result in changes to the SEN provision, which may include withdrawal classes to target identified needs, increased support in areas of difficulty or the assignment of a Learning Support Assistant.

Criteria for Exiting the Inclusion Register

A student exits the Inclusion Register once adequate progress has been made; when the student no longer experiences difficulties accessing the school's curriculum alongside their peers and when they have developed effective strategies to help them make further progress, without constant, additional help from an adult. The decision for a student to exit the Inclusion Register is a collaborative one and involves the teachers involved in the student's education, the SENCo as well as members of the Senior Leadership Team. The student is then monitored for another term to ensure they are making further progress. Should they struggle to work independently; the need for the support will be reviewed and introduced again should all the stakeholders agree that this is the best option for the student.

In addition to the Inclusion Register the school records the needs of students on the Provision Maps – these may list students that experience barriers to learning but who may not require additional support from the SENCo or those making slow progress and are being monitored by the SENCo.

Monitoring and Evaluation of SEND:

The school will rigorously and regularly monitor the quality of provision through the following.

- Lesson Observation
- Work Sampling
- Planning scrutiny
- Data Analysis
- Audits of the views of parents, pupils, staff and governors

The Head will use information gathered to inform school improvement plans and share the outcomes of all the above with governors.

Education Health and Care Plan

Students with 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 plan.

The Webber Independent School will comply with local arrangements and procedures when applying for

- An Education Health and Care Plan

and ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support.

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

Roles and Responsibilities

SENCo responsibilities include:

Overseeing the day-to-day operation of the school's SEN and student's receiving additional support

- Co-ordinating provision for children on the Inclusion Register
- Liaising with and advising members of staff
- Liaising with parents
- Liaising with secondary schools so that support is provided for student as they prepare to transfer if they are not entering the senior school
- Liaising with external agencies
- Teaching and supporting children on the Inclusion Register
- To provide resources
- To provide guidance on procedures, strategies and the use of resources in order to provide effective support
- Learning Support Assistants roles and responsibilities involves:
- Supporting and guiding children in various areas of learning
- Providing appropriate resources to overcome barriers to learning
- Delivering basic skills programmes to small groups or individual
- Reporting progress and recording any relevant information that might be used to support the children and further their progress
- Assisting and supporting children to ensure their needs are being met
- Adapting the teachers' planning and being prepared for lessons in advance
- Developing and selecting appropriate resources
- Encouraging independence
- Recognising and praising small steps of success
- Being a proactive and cooperative member of the whole school
- Projecting a professional manner in representing the school
- Being a role model for the children
- Maintaining a record of and confidentiality for all relevant information
- Supporting the school policy
- The roles and responsibilities of other members of staff:
- Teaching Staff:
- To share and provide information about lesson plans, differentiated activities and resources, assessment data, events and other relevant information
- To provide clear guidance on the role within their classroom
- To involve inclusion in planning and delivery of lessons
- Head Teacher and Senior Leadership Team:
- To provide an induction programme which includes training on Health and Safety at work, the Child Protection Policy and the Inclusion Policy and procedures
- To provide opportunities for further professional development and performance management.

Annex 2**Cause for Concern**

Staff to complete the form and hand to the SENCo to take further action.

Name				Teacher	
DOB		Year Group		Date	
Expected Levels					
Writing	Reading	Maths	Teacher Assessment		
			Writing	Reading	Maths
Cause for Concern					
<p><i>A Cause for Concern should be as detailed as possible. The document should list difficulties in all possible areas. Please complete the below form, stating either yes/no/sometimes, good/average/poor – and by adding any necessary comments.</i></p> <ul style="list-style-type: none"> • Speaking: <ul style="list-style-type: none"> - Speaks with clarity: - Is able to repeat back words correctly: <i>(Note: the above skills are important, especially in the case of a student with dyslexia and those with hearing impediments)</i> • Fluency of speech: <ul style="list-style-type: none"> - Range of vocabulary: - Responds appropriately (in relation to audience): - Appropriate volume (speech unusually loud): • Listening: <ul style="list-style-type: none"> - Able to follow verbal instructions (one step/multi step) - Pays attention to detail: 					

- Able to take notes:

- Frequently asks for repetition of instructions:
 - **Reading:**
- Knowledge of pure sounds:

- Ability to blend sounds:

- Ability to divide words into syllable and use appropriate strategies to read polysyllabic words:

- Rhyming skills:

- Ability to say words with missing sounds/reversed letters e.g. was becomes saw, 'on' becomes 'no':

- Skipping lines when reading:

- Losing place when reading:

- Fluency of reading:

- Ability to read with expression:

- Ability to comprehend a text and answer questions on it verbally:
 - **Writing:**
- Appropriateness of language used (Is it reflective of child's spoken language?):

- Spelling (Does the child try to spell the words phonetically?):

- Grammar (Is there a tendency to omit suffixes e.g. 's', 'ing'):

- Use of punctuation:
- Repetition of words/phrases:
- Writing pieces are an appropriate length:
- Quality of writing:
 - **Handwriting:**
 - Legibility:
 - Dexterity:
 - Joined vs. print:
 - Pencil grip:
 - Use of a ruler:
 - Use of scissors:
 - Impact of handwriting skills on quality of written work (e.g. child unable to complete the task purely due to poor fine motor skills):
 - **Organisation:**
 - Brings the correct equipment to lessons:
 - Completes homework on time:
 - **Behaviour:**
 - Is there any worrying behaviour during a particular task? E.g. going to the toilet during written activities or misbehaving:

- Does the child try to stay 'invisible' during particular activities e.g. no hands up/no participation during group work:

- Does behaviour deteriorate during the day? E.g. the child performs well in the morning but there is a visible behaviour change in the afternoon:

- Does the child respond appropriately to praise and rewards?:

- How much assistance does the child require?:

Additional comments:

Supporting Evidence

Cause for Concern should also be backed up by evidence that should include:

☐☐test results e.g. (INCAS, CATS, etc.)

☐☐photocopies of written pieces of work

☐☐strategies already tried

Action Taken

Light Touch – parents contacted, a note filed (please state briefly what the outcome of the conversation was)

Referred to SENCo – yes/no

Date:

Signature:

SENCo Intervention

Recommendations:

Action taken:

Review of action:

strategies suggested proved to be effective/ineffective

contact parents – if effective mention that there has been an improvement

if ineffective schedule a meeting with parents to discuss next steps

External agency involvement:

Date:

Signature:

Annex 2

English as an Additional Language Policy

Aims

- To welcome, value and respect cultural, linguistic and educational diversity
- To enable access to a broad curriculum by supporting and developing language skills
- To implement whole school strategies in order to ensure the needs of EAL learners are met

Objectives

- To assess language skills, knowledge and needs of EAL learners in order to provide the most suitable and effective support
- To provide all members of staff with sufficient knowledge, strategies and resources in order to maximise the effectiveness of teaching
- To monitor learners' progress and use this information within planning.
- To provide the learners with opportunities to practice and extend their language skills
- To ensure the learners are successfully integrated into the school community
- To engage families in order to support their children's development of skills outside the school.

Learning and Teaching

Effective learning Learners:

- are aware of their strengths and weaknesses
- know their level of progress and aspire to improve it
- are actively involved in their learning
- are responsible and actively contribute to the school community
- feel secure, respected and treated with fairness

Effective teaching Teachers:

- Know and understand stages of language acquisition
- Provide stimulating, engaging, challenging and exciting teaching
- Build on learners' previous experiences and knowledge
- Actively involve the learner in their learning and development of skills
- Provide appropriate support and challenge to learners
- Set clear goals to enable learners' improvement/progress
- Provide opportunities for the learners to take responsibility and think independently
- Treat the learner with respect to promote self-worth and confidence

Monitoring and Review Procedures:

The decision to implement EAL support is made by the EAL Lead Teacher and is based on the assessment on admission, test data, on-going teacher assessment, book work, anecdotal evidence and Read Write Inc. assessment (applicable to pre-prep part of the school only).

Roles and responsibilities:

Teachers

Teachers act in accordance with the EAL policy and are aware of what pupils need in order to support them:

- Differentiation in their planning
- Use accessible texts that match learners' language proficiency
- Support their teaching with the use of props, ICT, video and audio materials
- Prepare children prior to lessons in order to introduce new concepts and vocabulary
- Conduct whole class sessions that reinforce key concepts and consolidate new vocabulary
- Implement collaborative learning techniques
- Share their planning with Teaching Assistants to maximise the effectiveness of in-class support
- Liaise with parents when necessary to support home learning
- Ensure differentiation takes place

Learning Support Assistants

- Collaborate with the teachers to ensure that differentiation takes place and offers guidance on planning and resources
- Provide in-class support to learners in collaboration with the Specialist Teachers and Form Teachers in order to ease learners' access of the curriculum
- Support staff working with EAL learners

External provision

Where external provision is provided this will be arranged with a provider and parents and supported by the school.

The external support may include assessment by the following specialists:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Special Learning Difficulties Teacher
- Clinical Psychologist

Annex 3

More Able, Gifted and Talented Policy

Introduction

We believe in the importance of recognising that every student is entitled to an appropriate education, in which they will be given the opportunity to develop their specific skills or talents. The school strives to raise the aspirations of all students, enabling each to realise their full potential.

Aims

- To recognise the diversity of the needs of the individual and the importance of providing a personalised curriculum, that will maximise achievement and personal fulfilment
- To recognise that some of our student are “more able”, “gifted” and/or “talented” learners, and thus endeavour to foster and extend their abilities to the maximum potential
- To provide a stimulating learning environment that encourages all student to reach their potential. This includes more able, gifted and talented children, regardless of their background, race, religion, gender or ethnicity
- To understand and acknowledge that some students will be working at a higher cognitive level than others and therefore recognise that provisions need to be put in place to match the student’s needs
- To recognise the need to provide opportunities to develop students who have specific skills and talents

Definitions

What constitutes a ‘more able’ learner?

A more able learner is one who is performing above the classroom and national averages in one or more curriculum areas.

What constitutes a ‘gifted’ learner?

A gifted learner is one who is performing significantly above the classroom and national averages in one or more curriculum areas.

What constitutes a ‘talented’ learner?

A talented learner is someone who has exceptional ability in art and design, music, sports and/or performing arts.

Exceptionally Able students or Gifted

Students deemed to be 'exceptionally able' (the top 2% in the county), will be identified and their progress monitored.

Learning and Teaching

Effective teaching and learning Strategies and Provisions within the school aims to meet the needs of individuals through:

- Effective provisions being made in the classroom to nurture the needs of the children in the form of flexible and diverse teaching strategies, that challenge, motivate and reward
- Creation of a stimulating learning environment by extending the teaching repertoire to meet the distinct children groups within the more able, gifted and talented programme
- Provision of personalised learning pathways within the curriculum, thus offering children within the programme the opportunity to work beyond their age and/or phase, according to their aptitude and interest
- The encouragement of self/peer reflection and assessment, so as to broaden the student's skill development and allow them to become involved in the design of their own tasks and targets, whilst increasing the child's responsibility for learning
- Within the Pre- Prep and Prep part of the school to implement 'Stage Not Age' to forward a student's learning

Roles and Responsibilities

The Webber Independent School has implemented effective learning organisations to ensure the on-going development of the 'More Able, Gifted and Talented' programme,

Gifted & Talented Lead Teacher

- Provides advice and support to colleagues by keeping abreast of current knowledge in the field of 'More Able, Gifted and Talented' provision
- Reviews and update the 'More Able, Gifted and Talented' register
- Reviews and update the 'More Able, Gifted and Talented' policy
- Audits whole school provision for 'More Able, Gifted and Talented' children
- Ensures that 'More Able, Gifted and Talented' children are presented with inspiring opportunities outside of the classroom
- Communicates with parents about 'More Able, Gifted and Talented' provision
- Nominates children to external organisations

Subject Teachers

- Provide further challenge for 'More Able, Gifted and Talented' students
- Monitor the progress of 'More Able, Gifted and Talented' students within their subject area
- Ensure that schemes of work cater for those student who are identified as being 'More Able, Gifted and Talented'
- Use appropriate resources to challenge 'More Able, Gifted and Talented' students in their class
- Use baseline data and informative assessment to identify those students who are 'talented' within their class
- Support students in the setting of targets and encourage them to reflect on the process of their own learning and consider the factors which help them progress

Nomination

- Teacher nominations: Teachers are well-placed to identify more able students as they have a range of skills, which enable them to do this

We offer:

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and sharing of views
- Provision for home/school challenges
- Parent/teacher consultations

External Agencies

Having strong partnerships beyond the school means students, where applicable, will be referred to external agencies to further develop their talents and skills.



THE WEBBER
INDEPENDENT SCHOOL

The Webber Independent School
Soskin Drive
Milton Keynes
MK14 6DP

01908 574740
registrar@webberindependentschool.co.uk
www.webberindependentschool.co.uk

