



The Hampshire School
C H E L S E A

Inclusion Policy

SEND and More Able

Early Years, Pre-Preparatory and Preparatory comply with this Policy and Guidance

This Inclusion Policy complies with the statutory requirements laid out in the SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015.

At The Hampshire School, we promise that all learners will be valued, respected and supported in providing a high quality education in a stimulating environment. We are a reflective learning community which prepares learners for an ever evolving world. We aim to inspire a sense of security and belonging which builds confidence and respect through high expectations academically, socially, and emotionally. Nurturing and inspiring the individuals within our community and working in partnership with our parents, we enable our school community to become lifelong learners who strive to achieve personal fulfilment and excellence throughout

OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.
- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves.

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

- with Special Educational Needs (SEND)
- with Additional Needs
- those learning English as an Additional Language (EAL)
- those who are More Able, Gifted and/or Talented in areas of the curriculum

We aim to provide 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.

Objectives

- To identify, as early as possible, the need for support and to continually monitor the progress of all children who have Special Educational Needs and Additional Needs.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs and Additional Needs.

- To facilitate access to the curriculum through differentiated planning by class teachers which is matched to the specific needs of the children.

The Head of Inclusion, Miss Trzmielewska, evaluates the extent and nature of the provision provided.

- to those in need of additional support.
- To promote positive perceptions of children with Additional Needs within the school community and to appreciate children's strengths.
- To enable children to move on to secondary school having been well-equipped to succeed in literacy, numeracy and as independent learners.
- To form strong partnerships between all stakeholders so that the children's learning and emotional well-being are effectively supported.
- To give the children a voice in planning and in decisions which affect them.
- To have an open door policy which helps to support staff and parents

Identifying Special Educational Needs and Admissions

The Hampshire School, Chelsea has a high regard of recommendations made by the SEND Code of Practice 2015 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

For prospective pupils, the Admissions and Marketing Officer will seek information from previous schools on attainment and support previously given. Where possible, for children with learning differences hoping to enter our EYFS setting, Nursery visits will take place before the child enters the school to observe and record any need already identified. We welcome all children who can benefit from the opportunities that we offer and can flourish in the caring environment at The Hampshire School Chelsea. Parents must advise the school as to known Special Educational Needs and/or disability (SEND). We advise parents of children with physical disabilities to discuss their child's requirements with the Head before they register their child for a place to ensure that the school can meet all the child's needs through reasonable adjustments. Parents should provide a copy of any medical reports, Educational Psychologist's reports and/or learning needs, EHC Plans or equivalent to support their request for special arrangements. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child. In regard to a medical need a medical care plan must be in place before the child starts at the school. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a child at the school. The School does not have the facilities to offer a highly specialised and intensive treatment programme for children with multiple special educational needs.

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

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

The Hampshire School, Chelsea has developed a clear procedure for identifying children that struggle to access the curriculum, both academically and emotionally.

Withdrawal classes are only offered to those children who experience significant difficulties in accessing the curriculum. These classes are designed to target specific areas and take place for a specified period only, with the final aim of integrating the child back into the mainstream classroom.

The SEND 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 2015 p.100)

The Hampshire School Chelsea offers the following types of provision:

- In-class support during English lessons
- Withdrawal classes to target specific gaps in accessing the curriculum
- Learning Support Assistance when the child would benefit from wide support across the curriculum

Managing Children's Needs on the Inclusion Register

Once a child has been identified as having Special Educational Needs and/or Additional Needs, the child is placed on the Inclusion Register which specifies the area of their difficulties and the type of support they will be receiving. Each child is provided with a Learning Passport stating which needs have been identified; strategies to overcome these needs and clear success criteria for achieving the targets proposed. The Learning Passports are written by the Head of Inclusion, the teachers involved in the child's learning and the child's parents. The Learning passports are reviewed termly and teachers, children and parents are all integral parts of the review process. The school recognises that parents have a unique overview of the child's needs and this makes them valued partners in the process of deciding provision. Plans are always discussed with parents. Additionally, The Hampshire School, Chelsea acknowledges that the Learning Passports are working documents and can be updated to accommodate the needs of a child at any given time, should there be such a need, and all parties will be informed if changes are made prior to the termly review.

All Learning Passports are viewed by the Head of Inclusion to ensure their quality and adherence to school procedures.

A review of the Learning Passport may result in changes to the SEND provision provided. Should the school be unable to fully meet the needs of a child through quality classroom teaching and the intervention put in place, the school may seek help of external, specialist agencies. These may include:

- Speech and Language Therapists
- Dyslexia Specialist Assessors
- Educational Psychologists
- Occupational Psychologists
- Clinical Psychologists etc.

If the school feels that specialist help is needed the parents will be informed and arrangements made by the Head of Inclusion to facilitate 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 Head of Inclusion, the Head and the class teacher who will ensure the teaching is tailored to accommodate the findings made during the assessment. The specialist assessment may result in changes to the SEND 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 child exits the Inclusion Register once adequate progress has been made; when the child 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 child to exit the Inclusion Register is a collaborative one and involves the teachers involved in the child's education, the Head of Inclusion as well as members of the Senior Leadership Team. The child is then monitored for another term to ensure they are making further progress. Should they struggle to work independently; the need for support will be reviewed and introduced again should all the stakeholders agree that this is the best option for the child.

In addition to the Inclusion Register the school records the needs of children on Additional Consideration documents – these may list children that experience barriers to learning but who may not require additional support from the Head of Inclusion for instance children with hearing impediment, or those making slow progress and are being monitored by the Inclusion Team. The Additional Consideration Forms are reviewed yearly unless, there are changes to the children's conditions that need recording.

Roles and Responsibilities

The Head of Inclusion's responsibilities include:

- Overseeing the day-to-day operation of children receiving additional support
- Co-ordinating provision for children on the Inclusion Register
- Liaising with and advising members of staff
- Liaising with parents
- Contributing to the in-service training of staff
- Liaising with secondary schools so that support is provided for children as they prepare to transfer
- Liaising with external agencies
- Making regular visits to classrooms to monitor the progress of children
- Teaching and supporting children on the Inclusion Register.
- Compiling children's Learning Passports
- Reporting progress and recording any relevant information that might be used to support the children and further their progress

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

Head and Senior Leadership Team:

- To provide an induction programme which includes the Inclusion Policy and procedures.
- To provide opportunities for further professional development and performance management.

Where appropriate, parents or the School may apply for an Educational Health and Care plan from the local county council. Parents will be fully supported in filling out the necessary form and the school would review the plan annually.

Payment

- Individual support is charged

Please also refer to the School's Accessibility Policy and Accessibility Plan.

School Provision for Most Able, Gifted and Talented Pupils (MAGT)

Children who are gifted often have 'supply' minds. They are thirsty for knowledge, hungry to research and develop topics of interest and commonly work independently. They excel beyond expectations for their age. The most able tend not to require or rely on extra tutoring to boost their knowledge and understanding because they are proactive in their learning. They are intrinsically motivated to challenge themselves and extend their understanding. Many children are very able, but the most able (gifted) we

define as having the potential to develop significantly beyond what is expected for their age. A gifted child is one who has a breadth of abilities in one or more

Subjects, usually in English or mathematics, and the talented, are children who have skills in a particular area such as music, sport or art. In general, a most able (gifted) child will tend to:

- develop speech and vocabulary early
- ask lots of questions and be very curious
- read early & learn quickly
- have a good memory
- be good at puzzles
- enjoy problem-solving and reasoning

At The Hampshire School Chelsea the staff know which children display these qualities and the differentiated curriculum and target setting linked to success criteria ensure that all are challenged in every subject at their own starting point.

All subject policies will state how Most Able, Gifted and Talented pupils are identified in the curriculum subject, meets the needs of these pupils and the opportunities that are provided for them.

The school runs over 60 different clubs and activities each week which are held before, during and after school and competitions provided challenge at the national level.

We acknowledge that some most able children need extra help to develop their social skills such as working well in groups and at The Hampshire School Chelsea our pastoral care provision supports and nurtures all children to fulfil their potential.

Annex 1:

Cause for Concern

Name:		Year:		Teacher:	
Date of Entry:					

Teacher's Current Assessment			Expected Levels		
Writing:	Reading:	Maths:	Writing:	Reading:	Maths:

<p>Cause for Concern:</p> <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 <p><i>(Note: the above skills are important, especially in the case of ELL/EAL learners, children with dyslexia and those children with hearing impediments)</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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'
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- 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?

- **Mathematics**

- Does the child know the value of numbers e.g. 2 = two objects

Can the child:

- read, write and order numbers?
- count forwards and backwards to 2s, 5s, and 10s?
- recall number bonds to 10?
- mentally add and subtract to 20?
- use paper methods to add and subtract to 50?
- solve mental maths problems at speed?
- recall times tables or calculate the answer?
- identify the different names for the four operations $-+=x\div$?
- apply learning to word problems?

Additional comments:

Supporting Evidence:

CfC should also be backed up by evidence that should include:

- test results e.g. (CAT4, NGRT, NGST, NGMT, PASS, PTM, PTE, PTS and other standardised data etc.)
- photocopies of written pieces of work
- strategies already tried

Action taken:

Light Touch – parents contacted, a follow up e-mail sent (please paste the copy of an e-mail in this section for evidence)

Phase Leader and Head of Inclusion contacted – yes/no

Date:

Signature:

Head of Inclusion's Observation:

Date:

Recommendations and actions to follow up: