



Policy for Inclusion

Special Educational Needs and Disabilities

Gifted and Talented

Person responsible for policy: Mrs Sarah Hazell
Agreed by Governors: 18.11.2008; last review 16.7.2007, 11.2010, 21.11.2013, 18.11.2014
next review 11.2016

CONTENTS

SECTION A : SCHOOL AND CHILDCARE ARRANGEMENTS

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admission arrangements
5. Specialisms and special facilities

SECTION B : IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Complaints procedures

SECTION C : PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

1. Staff development
2. Links with other agencies, organisations and support services
3. Partnership with parents
4. The voice of the child
5. Transfer arrangements

SECTION D : GIFTED AND TALENTED

1. Rationale
2. Aims
3. Definition
4. Identification
5. Underachievement
6. Organisational and in-class approaches
7. Out of class activities
8. Co-ordinating and Monitoring

SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

A1 DEFINITION

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

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school

Aims and objectives:

The Governors and staff of this school and childcare recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school and childcare as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and disabilities and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator is Sarah Hazell. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- being the Designated Teacher for Looked After Pupils with and without SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and disabilities and keeps the governing body fully informed and works closely with the SENCo.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEND issues.

The SENCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and senior leadership meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with statements or Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the Home School Community Link Worker. If the situation becomes more worrying, the Common Assessment Framework (CAF) and Team Around the Child (TAC) process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

Botley School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

- The school has not yet been adapted to provide easy access for wheelchairs, although there is a toilet and washing facilities for disabled use. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the class SEN files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Botley School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Botley School provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Botley School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs and Disabilities as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held three times a year and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

B3 CURRICULUM ACCESS AND INCLUSION

Botley School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

B4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils
- for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

The school and childcare are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are shared at induction.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school and childcare are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs and disabilities to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. The Nursery staff, however, hold Parent Consultations during the day in each child's first and last term. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Botley School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

C5 TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in three years.

Botley School SEND Contacts

Service/Agency	Contact Name	Tel/Fax
Advisory Teacher for Pupils with Down's Syndrome and complex medical needs	Sandy Alton	01865-456740
Botley School Inclusion Coordinator (SENCo)	Sarah Hazell	shaz4800@botley.oxon.sch.uk 01865-248573
Communication and Interaction Advisory Teacher (LACAT) SENSS	Nina Stone	nina.stone@oxfordshire.gov.uk
Early Years SEN Inclusion Teacher	Jessica Dawson	01865-456722
Educational Psychologist	Marion Everist	01865-323381
Equality and Diversity Achievement Service (EDAS)	Julie Timbrell	01865-328555
Home School Community Link Worker	Jeanette Scott	jscott@maschool.org.uk 07896 988077
Occupational Therapist	Hanlie Terry	07825-522497
Oxfordshire School Inclusion Team Inclusion Consultant (SEND) OXSIT	Lucy Mettyear	www.oxsit.org.uk lucy.mettyear@oxfordshire.gov.uk
Parent Partnership	Help line	parentpartnership@oxfordshire.gov.uk 01865-810516
Paediatric Physiotherapist	Emma Lockhart	01865-231959
Primary Child and Adolescent Mental Health Service (PCAMHS)	City Consultation line	01865-425130
SEND Governor	Huw Millar	office.2569@botley.oxon.sch.uk 01865-248573 (school)
SEN Officer	Katharine Precious	01865-815508
SEN-ICT-AAC SENSS	Admin Officer	01865-456703
Service for Pupils with Physical Disabilities	Margaret Moss	01865-742379
Specialist Advisory Teacher (Autism) SENSS	Sini Haines	01865-456702
Special Needs Advisory Support Teacher (SNA) Manager	Lucy Mettyear	lucy.mettyear@oxfordshire.gov.uk
Speech and Language Therapist	Beth Knowles	01235-205735
Teacher of the Hearing Impaired	Dr Nicky Ereaut (Team Manager)	01865-515966
Teacher of the Visually Impaired	Katharine Gorick	01865-456711

SECTION D: GIFTED AND TALENTED

D1 RATIONALE

Our school aims state that we:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*

and that *we are committed to working for quality and equality of opportunity*

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

D2 AIMS

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students
- School will treat any issues of inclusion with sensitivity

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents. The identification of students who are Gifted or Talented at Botley School is expected to have a beneficial and positive effect for all students, irrespective of whether they are individually identified on the register or not.

D3 DEFINITION

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in Art and Design, Music, PE, Sport or Performing Arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability orally but may have poor recording skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

D4 IDENTIFICATION

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

1. Teacher nomination
2. Checklists
3. Testing-achievement, potential and curriculum ability
4. Assessment of children's work
5. Peer nomination
6. Parental information
7. Discussions with children

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

These are the general characteristics of a gifted and talented pupil

He or she may:

- be a good reader
- be very articulate
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics that might be associated with an older child
- communicate well with adults
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem solving activities
- prefer verbal to written activities
- be logical
- be self taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination/sense of humour
- be very sensitive and aware
- focus on own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well behaved or well liked by others

D5 UNDERACHIEVEMENT

Gifted and talented underachievers may tend to:

- have low self esteem
- be confused about their development and about why they are behaving as they are
- manipulate their environments to make themselves feel better

- tend towards a superior attitude to those around them
- find inadequacy in others, in things, in systems, to excuse their own behaviours

D6 ORGANISATIONAL AND IN-CLASS APPROACHES

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

D7 OUT OF CLASS ACTIVITIES

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities
- sign posted to appropriate groups/activities locally

D8 CO-ORDINATING AND MONITORING

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

Agreed by the Governing Body of Botley School on

Signed(Chair of Governors)

Policy to be updated by.....