

Ysgol Gynradd
TREROBART
Primary School

INCLUSION

Chair of Governors: *Mr. A Burnell*
Acting Headteacher: *Mrs. T Buckle*

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Review: May 2022

Introduction

The Welsh Government is committed to all children and young people having access to an appropriate education that affords them the opportunity to achieve their personal potential. At Trerobart Primary School we promote and inclusive education by working in partnership with our Local Authority of Rhondda Cynon Taf.

Successful inclusion should result in every pupil feeling safe, confident and happy in our school, where all pupils make the best progress they can while enjoying their time at school. When successful, inclusion results in every child believing in themselves as a valued member of the school as a community and a successful learner. To this end inclusion provision is the responsibility of the whole school and applicable to each and every one of our pupils.

Meeting Diverse Needs

Our school, its pupils and the wider community in which we serve is diverse and so are its needs. In order to achieve the school aims, we must:

- Monitor the wellbeing, attendance and achievement of all of our pupils.
- Evaluate the quality and nature of the learning opportunities which are offered.
- Track the progress our pupils and groups of learners make across the curriculum and in their wellbeing.
- Identify early, and correctly, the barriers to pupil's learning and progress in order to obtain full participation in school life.
- Develop and deploy resources to address the varying levels of need experienced by pupils.
- Ensure that vulnerable individuals and groups are appropriately supported.
- Share concerns with parents/carers and work closely and compassionately with them for the benefit of our pupils.
- Liaise closely with professionals from Educational Psychology, Behaviour Support, Children's Services, Health Agencies and other supportive agencies involved in their care of our pupils and their families.
- Provide all staff with the support and training they need in order that their work promotes the best outcome for each of our pupils.

Potentially Vulnerable Groups

There are a number of identified pupils, groups and families for whom this policy is particularly pertinent:

- Pupils with Additional Learning Needs (ALN)
- Pupils whose home language is not English (EAL)
- Pupils who are More Able and Talented (MAT)
- Pupils with physical or sensory impairments
- Pupils from traveler families
- Pupils whose families may be Asylum Seekers or Refugees

- Pupils who are Looked After or under the care of Social Services
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk from significant harm
- Pupils with poor attendance or punctuality
- Pupils who are at risk of exclusion or disaffection from school
- Pupils who might be subject to abuse or harassment, for whatever reason

Promoting and Supporting Inclusion

The Headteacher, Senior Leadership Team and Governing Body:

- Have responsibility for making Tref-Y-Rhyg a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.
- Aim to promote Inclusion at Tref-Y-Rhyg through all of our policies, systems and practices.

The personalisation of our curriculum

- School Leaders at all levels, including Governors, Senior Leadership (Headteacher and Deputy Headteachers) and Subject/Aspect Leaders, are responsible for ensuring that the curriculum, in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.
- The School currently uses the National Curriculum (2008), Foundation Phase Curriculum, Non-Statutory Skills Framework, Literacy and Numeracy Framework (LNF), Digital Competency Framework and Local Authority Religious Education Scheme of Work in planning the formal curriculum across the school.
- The School has a long term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made, including the teaching of literacy and numeracy across the curriculum, as well as developing learning to match individual needs.
- School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered as well as break and lunchtime activities.
- All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

Inclusion Management

- The Headteacher manages Inclusion as part of the Wellbeing management of the school.
- In partnership with other senior leaders and the Headteacher, advise, evaluate and plan for the development of inclusive practice and provision across the school.

Additional Needs Co-ordinator (ALNCo)

- The school has a ALNCo who takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs (SEN) or Disabilities provision; including support from outside agencies.
- In partnership with the Wellbeing management the ALNCo monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEN pupils across the school.

Phase Leaders of Learning

- The school has two Phase Leaders of Learning – in Foundation Phase Leader (3-7 years) and Key Stage 2 (7-11) the Deputy Headteachers, ALNCo and Wellbeing team in providing the effective operational delivery of focussed interventions in their particular phase.

Class Teachers

- All pupils at Trerobart spend the majority of lesson times being taught alongside their peers in their classroom base. Class teachers take the lead role in managing and creating the classroom environment.
- Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Education Plan (IEP). Parents are informed by their child's teacher of any additional or different provision being made for their child.
- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupils Progress Meetings and IEP reviews which are accountability meetings and are led by the Headteacher and core subject leaders.
- Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents and colleagues.

Learning Support Assistants

- Learning Support Assistants (LSAs) work in the classrooms under the direction of the class teacher in the main. Where necessary, they will work with individuals or groups of pupils during break or lunch times to support pupils' learning and promote their well-being.
- Advice and training for specific work or duties may also come from an outside specialist, for example – Behaviour Support or a Speech and Language Therapist or they may be directed by other teaching staff within the school.
- To address very specific needs, our LSAs run our intervention and specialist programmes. Pupils may be withdrawn for short periods during class times to work individually or alternatively some work may occur alongside others within a small group, when the need is common to all.
- In order to best utilise their support for pupils' learning, the deployment of LSAs within the school is strategically managed by Senior Leaders in consultation with Year Group Leaders and Class Teachers and aims to adhere to Foundation Phase guidelines on pupil : adult ratios wherever possible.

The ELSA programme

- The school has a trained ELSA – Emotional Literacy Support Assistant – who is a LSA but also withdraws vulnerable individual and groups to support their emotion development and improve their readiness for learning. The ELSA follows an approved programme tailored to the needs of the individuals or groups.
- The ELSA has a key role in promoting and supporting inclusive practice at the School.
- The ELSA undertakes a variety of tasks which include:
- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
- Helping to devise ways of best supporting the pupils they work with.
- Observing the wellbeing of pupils within social settings and classes and sharing their findings with key personnel.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- The ELSA advises other support staff on activities aimed at developing pupils' social skills.
- The ELSA may work alongside the Headteacher and Family Engagement Officer and other external family support agencies in supporting pupils who are mid-phase admissions at Tref-Y-Rhyg.

Working with other agencies

- The school works with outside agencies to support our pupils and their families, these include: health agencies, Social Services, TAF (Team Around the Family), On-Track, Action for Children, Behaviour Support Service (BSS), Educational Psychologist (EP), Learner Support Service (LSS)

The school has a School based Social Worker whose primary functions are to offer support to pupils and families who may require this, liaise with social services and other agencies as appropriate and 'signpost' and/or access other available services to families and the school.

The Wellbeing Team

- The Wellbeing Team is led by the Headteacher and Inclusion is part of its remit. The team consists of the ALNCo, Family Engagement Officer and ELSA. The team are responsible for the leadership and development of each of their aspect and regularly liaise to support pupils and their families.

Special Educational Needs or Disabilities

What are special educational needs (SEN)?

- 'A child or young person 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 or a young person has a learning difficulty or disability if he or she—
 - 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.'

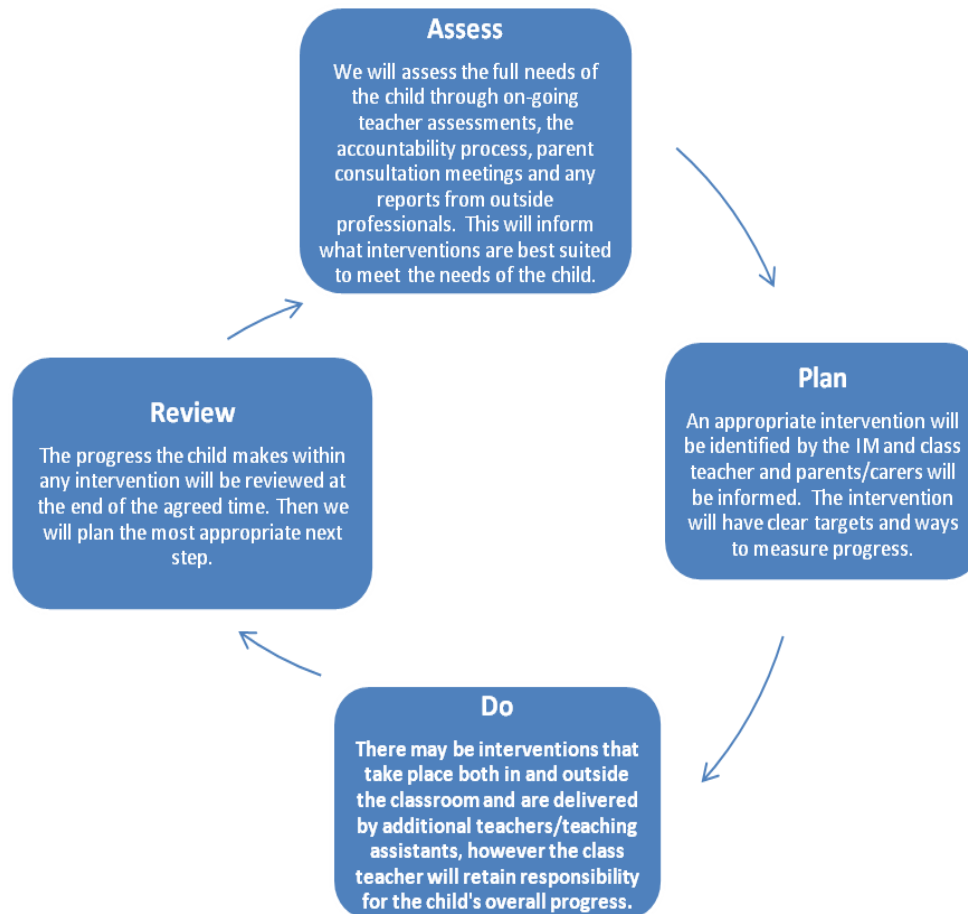
What is a disability?

- 'A person has a disability if -
 - They have a physical or mental impairment, and

- o The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'(Equality Act 2010 s6)

Identification of Special Educational Needs or Disabilities.

- Identification of SEN or Disabilities may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is arranged for the pupil at Tref-Y-Rhyg. It is essential that the parent or carer ensures the appropriate medical department provides the school with a point of contact and shares all relevant information with the school prior to the pupil starting school so that suitable provision can be in place or as soon as possible.
- When a concern is evident the class teacher will liaise with the appropriate personnel and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
 - o Communication and interaction
 - o Cognition and learning
 - o Social, emotional and mental health difficulties
 - o Sensory and/or physical needs
- The SEN Code of Practice describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



Interventions within this ‘graduated response’ are as follows:

- Universal – All pupils will benefit from:
 - High quality learning through the provision of high quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
- Targeted Support – Some pupils may benefit from:
 - Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).
- Specialist Support – A few pupils may benefit:

- o Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Outside Agencies involved in achieving inclusive practice and meeting specific needs

- In achieving provision which will meet the wide range of pupils' differing needs at Tref-Y-Rhyg, we are supported by a number of specialised health or educational bodies.
- Those agencies most commonly involved in supporting pupils are:
 - o Health
 - o The Speech and Language Therapy Service (SALT)
 - o The Occupational Health Therapy Service for Pupils (OTs)
 - o The School Nursing Service
 - o Education
 - o The Educational Psychology Service (EPS)
 - o The Behaviour Support Service (BSS)
 - o The Learner Support Service (LSS)
 - o Services for the Hearing or Visually Impaired

Before making a referral

- Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children's Services MASH department.
- The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

Additional Needs Funding to Support Inclusion

- In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will, liaise with parents/carers in seeking a Statutory Statement of Special Educational Need.
- Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil, such as via a Special Needs Support Assistant (SNSA) provision.
- Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The ALNCo and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.

- The ALNCo takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- The majority of SEN pupils will have their needs met through mainstream provision.

The role of the ALNCo

- The ALNCo is responsible for:
 - Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
 - Liaising with other members of the Wellbeing Team and working closely with relevant members of staff.
 - Monitoring interventions and support their delivery.
 - Monitoring IEPs, IPPs and IBPs and contributing to evaluations and the development of new ones.
 - Sharing good practice and expertise amongst other staff.

English as an Additional Language

Definition and Rationale

- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Identification and Assessment

- Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.
- This assessment will be done termly to record specific progress against EAL targets.

- Progress is monitored by the EAL Aspect Leader and through the Accountability Process by the HT, DHT and Wellbeing Team.

Provision for EAL pupils

- The ALNCo will liaise with class teachers if a new pupil has English as an additional language.
- If a pupil is in the early stages of the 'EAL Stages' then the pupil will be supported and the school will engage with the LA to seek additional language support for the pupil.
- Teachers and other adults aware of good EAL practices within a lesson and throughout school life.
- EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English-speaking pupil as appropriate.
- Classrooms are highly visualised environments.
- Pupils with EAL will be entitled to learning Welsh as a 'second language' as stipulated in the National Curriculum for Wales.
- The ALNCo and Headteacher will monitor the progress of the pupils, recording all data and responding appropriately.

More Able and Talented (MAT)

Definitions:

- 'Able pupils' refers to pupils who achieve, or have the ability to achieve above average in one or more of the National Curriculum subjects.
- 'More Able pupils' refers to pupils who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.
- 'Talented pupils' refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

Identification

- We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.
- Data taken into account will include:
 - Information from the accountability process
 - Information from parents and carers
 - Information from previous teachers or pre-school records
 - Discussions with pupils
 - Identification by staff using professional judgements, classwork and test and assessment results.
- Pupils gifted in English may be identified when they

- o Demonstrate high levels of fluency and originality in their conversation.
- o Use research skills effectively to synthesise information
- o Enjoy reading and respond to a range of texts at an advanced level
- o Use a wide vocabulary and enjoy working with words
- o See issues from a range of perspectives
- o Possess a creative and productive mind and use advanced skills when engaged in discussion
- o Work confidently on objectives for year groups higher than their own
- o Achieve levels in end of year tests above those expected for their year group.
- Pupils gifted in Mathematics may be identified when they
 - o Explore a range of strategies for solving a problem
 - o Are naturally curious when working with numbers and investigating problems
 - o See solutions quickly without needing to try a range of options
 - o Look beyond the question in order to hypothesise and explain
 - o Work flexibly and establish their own strategies
 - o Enjoy manipulating numbers in a variety of ways
 - o Work confidently on objectives for year groups higher than their own

The School Register

- Pupils who are identified by the school as being, More Able and Talented are entered on to the school register.
- Parents or carers will be consulted before a name is placed on the register by the class teacher either during Parent Teacher Consultations or at another appropriate point.
- The register will be reviewed at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.

Teaching, Learning Curriculum and Organisation:

- As appropriate, teachers will provide differentiated activities and a range of support and resources for More Able and Talented pupils.
- Ongoing assessment against year group objectives and National Curriculum Levels and Foundation Phase Outcomes are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.
- In addition and especially at the end of Foundation Phase and Key Stage 2, extension activities that are more demanding of their abilities

or enrichment activities that provide new and different ways of working will be provided.

- Opportunities for More Able and Talented pupils to work on various projects.
- If appropriate, as part of the transition process, teachers can approach the cluster comprehensive school for resources and or advice to support pupils.

Staff Development and Training:

- The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

Leadership and Management:

- The ALNCo under their MAT remit will:
 - Maintain the register in consultation with other staff
 - Liaise with Senior Leaders for timely progress meetings.
 - Monitor the school's provision for pupils identified as being More Able and Talented
 - Monitor the progress of pupils identified as being More Able and Talented by making a review of individual assessments at the three identified assessment points during the school's MER calendar.

Linked policies:

- Additional Learning Needs
- Anti-Bullying
- Attendance
- Behaviour
- Charging and Remissions Policy
- Complaints Procedure
- Intimate Care
- Positive Handling
- Safeguarding
- School Aims
- Spiritual, Moral, Social and Cultural Development
- Strategic Equality Plan
- Teaching and Learning

Related documents:

Welsh Government – 'Inclusion and Pupil Support'

<http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf>

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