

# Bordesley Green Primary

## Bordesley Green Primary School Inclusion Policy



*At Bordesley Green Primary School we care, we create, we champion...  
individually we succeed, together we excel.*

Approved by:

Zaid Ahmed

Date: Awaiting ratification

(Chair of  
governors)

Last reviewed on:

February 2023

Next review due by:

February 2024

**Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children. **Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. **Article 23** You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life. **Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. **Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### Introduction

Bordesley Green Primary School is committed to Inclusion for all. We support our children's needs and parents' wishes with reasonable adjustment. We work within the guidelines set out in the Disability Discrimination Act and SEND code of Practice with other supporting publications.

We are constantly reviewing the school environment and curriculum to ensure that all pupils have access. We have made improvements in the school building in line with our Accessibility Plan, this is reviewed annually. We will continue to make steps to improve accessibility of information and the environment for all in our school community.

## **Intent**

For children with SEND to be the heart of the school, to receive a high-quality, individualised education which ensures they achieve their full potential. Being excited and engaged so they understand, to learn and remember by having purposeful experiences which enable them to gain confidence and see themselves as learners, preparing them for their next part of their journey.

We will continue to develop and maintain a positive parental partnership which supports children with SEND and their families. Keeping communication frequent, open and honest.

All staff will understand their responsibility for the care and education of children with SEND including the support, the identification, use of strategies, individualised planning and teaching to empower the child to flourish and reveal their full capabilities.

## **Provision, roles and responsibilities**

### **It is the class teachers responsibility to ensure that children learn by :**

- planning appropriate lesson for their pupils, in line with assessment information and school policies
- ensuring that support is available for all children – inclusive 'quality first' teaching
- differentiating the curriculum to take account of different learning styles, interests and abilities
- ensuring that all children can be included, by providing relevant and supportive resources and/or support
- monitoring individual progress in line with school policy
- identifying children who require additional or different support in order to make progress
- set targets in line with school policy (targets sheets).

Teachers are familiar with the relevant equal opportunities legislation, covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age (See Equality Policy).

### **It is the teaching assistant's responsibility to ensure the children learn by:**

- supporting the child to access the curriculum through 'quality first' teaching planned by the teacher
- encouraging and promoting independence- teaching skills and strategies
- liaising with the Class Teacher
- helping to prepare resources and adapt materials
- meeting the intimate care needs
- leading purposeful interventions to close the gap for children experiencing difficulty
- promoting the inclusion of all children in all aspects of life at school
- complete relevant assessments when delivering an intervention

## **Intervention**

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having support staff in the classroom
- a more focused level of support in a small group, withdrawn from the class, providing evidence and non-evidenced based interventions which are tailored to meet individual needs. These can meet educational or pastoral needs.

There is a continuous programme of CPD to ensure that skills, expertise and information is shared to ensure staff are the most knowledgeable and skilled they can be.

## Gifted and Talented

### Indicators of gifts and talents related to phase

Early years	Primary
Is the child displaying talent or giftedness?	Does the child need fewer steps in process?
Do they excel in one particular subject/ area?	Do they enjoy an increased pace?
Do they get cross/ upset/ bored if the task is too easy/ hard?	Do they need instruction and practise?
Do they need own extended tasks?	Do they thrive on independent study?
Do they display 'unique creativity'?	Does the child cope well with abstract tasks?
Are they often bored & disruptive?	Does the child like open-ended situations?
Do they have very good verbal skills/reasoning?	Do they need to learn to fail?
Do they often need enrichment rather than acceleration? ( greater depth)	Do they respond to a wide variety of creative opportunities?
Do they show reflection above their age?	Do they need to be encouraged to take risks?
Do they need to learn to fail?	Is the child's actual age being remembered in conjunction with the intellectual level?
Is evidence provided based on current teacher assessment?	

### Definition

It is generally agreed that there is no universally accepted definition of 'giftedness'.

The Department for Education defines Gifted and Talented in the following way:

Gifted and Talented is the term applied to those students who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their year group.

'Gifted' learners are those who have abilities in one or more academic subjects.

'Talented' learners are those who have particular abilities in sport, music, design or creative and performing arts.

It is important to consider that gifted and talented students can be:

- High achievers in one particular area
- Of high ability but have poor written skills
- Not necessarily well-behaved or popular
- Not always given the opportunity to display their ability
- Significantly under-achieving due to contextual factors such as EAL Students with SpLD etc

### Identification

- Able, gifted and talented students are identified by making a judgement based on a variety of sources of information.
- Data from teacher assessments and test scores
- Teacher nominations based on classroom performance and observation, scrutiny of work and discussions with students
- General observations by others – school staff, parents and peer.

### **Teachers responsibilities:**

- Be confident to talk about children and their area/s of talents or giftedness
- Plan work for pupils at to extend and enrich their learning
- Liaise with subject leaders to gain support

### **Children new to the school**

The school office staff will let the class teachers and AHT's know when new children are due to join our school.

At Bordesley Green Primary, we aim to make all children new to our school feel valued and included regardless of gender, race, language or religion. All new starters regardless of having EAL are inducted in the same inclusive way. This is because coming to a new school can be a very scary and intimidating experience for young children and their parents, so we wanted to make all children feel less anxious about starting our school.

**The Head, Deputy, AHT, Class Teacher or Learning Mentors will liaise with the class teacher to make the following arrangements:**

- The child has a suitable buddy in their class (same home language if possible where EAL is present)
- A tour of our school
- There are visual timetables of the same type in **all** classes to support all learners. (In FS and KS1 they will need to be larger so more visible).
- New arrivals who have EAL will sit with good language models within class.
- Key ring cards for communication may be given if required
- Practical/visual learning activities

### **Additional relevant information**

**Medical Conditions & Asthma policy**

**Accessibility plan**

**SEN information report**

**New Admissions policy**

Signed:

(Chair of Teaching & Learning Committee)

Date:

### **Appendix 1**

**AHT for Inclusion** – is the strategic lead for inclusion across school, DSL and named SENCo. They are available for support and meetings with children, parents, staff and outside agencies. They can give advice, support, complete referrals and child observations. They will support children with SEN, EAL and A, G & T, ensuring they are catered for, have regular meetings with staff to discuss provision, this may follow monitoring and tracking. The Inclusion leader will ensure all legal paperwork and meetings are undertaken and kept up to date. They will direct the provision of targeted intervention for children with SEND. The Inclusion Leader is also strategic lead ASC practitioner, who with the CAT team directs the ASC lead practitioner. The Inclusion leader will have the responsibility of ensuring that the governing body's policies are effectively carried out in school. They strategically manage staff; whose specific roles and responsibilities are for supporting children with SEND. Phase AHT's and class teachers will ensure this supports children's learning and ensure that these interventions are carried out on a day-to-day basis.

**Assistant SENCo and ASC Lead Practitioner** – Supports the ASC strategic lead in the provision for both ASC and children with other SEND needs. They will observe children, refer children and provide support, strategies and resources for the class teacher. This person will meet parents to discuss individual needs and supports both at home and in school.

**Learning Mentors** – Provide support through mentoring on an individual or small group basis, this can either be in class or out of class. In addition, they run OOHL after-school and offer support at playtimes. There are also many other skills which can be drawn upon if needed.

**Speech and Language Therapist** – Our school-based SaLT assesses identified children in school, completes therapy programmes, reports to parents and school, supports external referrals.

**Teaching Support Assistants for SEND** – They are directed by the inclusion leader or phase AHT's to work with children for 1-1 intervention sessions or group interventions/class support. When in classes they are instructed by the class teacher on what is to be delivered and will support and provide resources.

**Romanian Support Assistant** – Support transition into school and provide translation when needed. They support children in learning routines and the curriculum, offering 1-1 and small group support when required. Parents meetings take place, this is to help parents to support their child's learning and school attendance.

### **Our SEND governor**

We have a designated governor who is available to be contacted through the school office.