



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

Bordesley Green Primary School Inclusion Policy (May 19)

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 where possible and in line with parents' wishes. We work within the guidelines set out in the Disability Discrimination Act and use the Standards for Autism document and the Strategic SENCO audit as a tool for self-monitoring and school improvement.

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 the Accessibility Audit, this is reviewed annually. We will continue to make improvements to improve accessibility of information and the environment for all in the school community.

Aims and objectives

- Meet the needs of **all** pupils
- Promoting inclusion through the process of removing barriers to learning through a variety of strategies.
- We enable our children to achieve academic success through a rich, diverse and inclusive curriculum. We provide many opportunities for our children to be motivated and enjoy learning through educational visits, residential activities and a variety of visitors who bring different experiences of life.
- It is important to us that every child is valued and their talents, skills and unique qualities are recognised. We believe in developing the whole child and actively promote and encourage a healthy lifestyle.
- Involving parents in the vital role they play in supporting their child's education.

Provision, roles and responsibilities

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

- planning appropriate work / activities for their pupils
- 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 in tasks / activities providing relevant and supportive resources and/or support
- monitoring individual progress in line with school policy and also complete termly Language and Literacy and Maths tool kits for those identified with the most vulnerable needs.
- celebrate achievements
- identifying those children who require additional or different support in order to make progress
- set targets in line with school policy or ITP's for those who are assessed against the Language and literacy or Maths toolkits.

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 in the children
- liaising with the Class Teacher
- helping to prepare resources and adapt materials
- leading interventions to close the gap for children experiencing difficulty
- promoting the inclusion of all children in all aspects of life at school
- complete relevant toolkits 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 be academic or social and emotional based.
- focused work to be completed at home

There is a continuous programme of INSET and staff development to try to ensure that skills, expertise and information is shared in a planned and systematic way.

Gifted and Talented

We aim to identify those children who are gifted across a whole subject or a selection of subjects and those who have talents in a particular area.

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?	

Able, Gifted and Talented Policy September 2018-19

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 levels 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.

The term 'gifted and talented' pupils in a school is relative to Bordesley Green Primary School and does not refer to the more-able students in the national population.

We will aim to identify the top 5 – 10% pupils in our school cohort and recognise that whilst there may be a higher concentration of gifted and talented students in some groups there will be pupils who meet the gifted and talented criteria in all groups.

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

Aims

The aims of our Gifted and Talented provision at Bordesley Green Primary School are:

- To personalise learning for all pupils including gifted and talented students
- To recognise, identify, challenge and stimulate our gifted and talented learners
- To encourage students to become focussed, reflective, active, enquiring participants in their lessons.

Identification

- Able, gifted and talented students are identified by making a judgement based on a variety of sources of information. This makes use of quantitative and qualitative assessments.
- Data from teacher assessments, screening programmes and test scores
- Teacher nominations based on classroom performance and observation, scrutiny of work and discussions with students
- General observations by others – school staff, peripatetic teachers, parents and peers
- This information is collated by the Inclusion Leader and working group.

G&T Register

The Gifted and Talented register is reviewed and updated at the beginning of each term.

We do not share the register with parents at this stage as this is a working document and elements of provision and enrichment will vary.

Staff Roles and Responsibilities

Teacher responsibilities:

Identification of Pupils

- Keep notes on G&T pupils in the system
- Plan work for pupils at to extend and enrich their learning
- Liaise with Inclusion Leader to develop challenges for G&T pupils
- Each member of staff is expected to keep up-to-date with information about G&T children that they teach.

Inclusion and subject Leaders responsibilities:

- Supports staff in developing G&T provision
- Contributes to and manages the records of all children with G&T on the system
- Offers advice and support with the identification of G&T
- Liaise with external agencies
- Identify areas of need within school
- Provide opportunities for in-service training on G&T issues
- Tracks pupil progress to help identify G&T pupils
- Monitors and evaluates the G&T provision and report to the head teacher
- Purchase appropriate teaching materials to meet the needs of individual or groups of children
- Carry out observations of individual children to help support provision for them
- Helps to organise enrichment activities for whole school with the needs of G&T provision in mind where possible.

Head teacher

- Liaise with Leaders regularly regarding individual children
- Discuss staff training needs with Leaders
- In discussion with Leaders arrange sharing of good teaching practice
- Look at resource requests for the Learning Support department.

Provision

Meeting the needs of gifted and talented students at Bordesley Green Primary School's school is the responsibility of all teachers. Meeting the needs of a gifted and talented student is achieved through a clear focus on classroom teaching and learning along with enrichment activities (which may not be specific to G&T but will incorporate their strengths and extend their thinking).

Teachers provide conditions for learning that promote collaboration, critical thinking and creative thinking including:

- a variety of activities
- purposeful and organised group work
- carefully chosen resources
- good pace and momentum to lessons
- encouraging students to contribute through a range of opportunities for participation
- using open ended questions
- working on developing thinking skills
- giving opportunities for independent work.

In KS1 and KS2 we have subject specialist teachers for different curriculum areas. In addition to class based activity Bordesley Green Primary School's offers a variety of opportunities for out of class activities through

- enrichment days
- residential experiences
- a trip to Parliament in Y6
- school clubs

- external clubs
- musical and sporting activities
- opportunities to work within the local community

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. The learning mentors or translators will complete induction meetings with all children to help them feel happy, confident and comfortable.

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 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
- The child is given a welcome folder with images and words of early vocabulary for school (only if SEN or new to England).
- 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).
- To sit new arrivals who have EAL with good language models within class.
- Work with EAL on a weekly basis to help improve the language and knowledge of school life.
- Consider an older buddy for the playground (same home language if possible & EAL)
- Key ring cards for communication or language support booklets
- Practical/visual learning activities
- Dual language books
- Celebrate diversity of language and culture through PSHE activities

Additional relevant information

Medical Conditions & Asthma policy

Accessibility plan

SEND information report

New Admissions policy

Signed: (Chair of Teaching & Learning Committee)

Date:

Appendix 1

Our Inclusion Team

AHT for Inclusion- The strategic lead for inclusion across school, DSL and named SENCO. Available for support, meetings, advice, referrals, parent meetings and child observations. They will ensure that the SEN, EAL and A,G &T children are catered for and have regular termly meetings with staff to discuss this after monitoring and tracking. The Inclusion leader will ensure all legal paperwork and meetings are undertaken and kept up to date. They also identify the children for intervention work and deploy the staff to deliver these. The Inclusion Leader is also strategic lead ASC practitioner who consults with the CAT team and instructs the ASC lead practitioner.

The Inclusion will have the responsibility of ensuring that the governing body's policies are effectively carried out in school. The AHT for Inclusion manages specific roles and responsibilities to those staff that support children's learning to ensure that these duties are carried out on a day-to-day basis.

Assistant SENCO

ASC lead practitioner- Supports the ASC strategic lead in the provision for ASC children. 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 support in addition to the parents ASC coffee meeting.

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

Speech & language support assistant- Deliver planned programmes either from speech and language therapists or WELLCOMM language interventions. These programmes can be 1-1 or small group. This person may meet with parents too. They also write a half termly report.

Level 2 Teaching support Assistants- They are directed by the inclusion leader 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 with resources.

Romanian support assistants- They are directed by the Deputy Head to support transition into school providing translation when needed. They support children in learning routines and the curriculum. They deliver language activities, meet with parents, support in class and on a 1-1 basis.

Our SEND governors

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