



Challenge For All

Inclusion Policy

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A: COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014)3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012
- This policy was created by the School's Inclusion Co-ordinator with the SEN Governor in Liaison with the SMT, all staff and parents of pupils with SEND.

B: RATIONALE

Great Missenden Church of England Combined School is committed to providing Challenge For All pupils in order to ensure all pupils achieve their full potential. We believe all children have individual needs, strengths and talents which should be met through a challenging, enjoyable and enriched curriculum which provides opportunities for all children to work at their own level and pace. We recognise that many children may require additional support or additional challenge at some point within their learning journey.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to remove any barriers to learning which could hinder or exclude individual pupils. We believe all children should have the opportunity to flourish and feel safe. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children. We believe that some children have special abilities, and that nurturing these, is our responsibility. It is necessary therefore that we identify the level of children's abilities and offer appropriate challenges to those who are able, gifted or talented and appropriate support to those who require additional help in order to progress.

We are committed to inclusion and to promoting all aspects of the Every Child Matters agenda. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we treat all learners in the same way, but we respond to learners in ways which take account of their varied life experiences, strengths and needs. We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Learners with special educational needs and disability (SEND)
- Learners who require support to learn English as an additional language (EAL)
- Learners who require additional Challenge (G&T)
- Children who are looked after by the local authority
- Children who are at risk of disaffection or exclusion
- Travellers, asylum seekers and refugees

(Please see the following policies: Equality and Diversity Policy and Every Child Matters Policy)

We believe that every teacher is a teacher of every child or young person, including those with SEND.

C: AIMS

Having recognised that all pupils have individual needs, we aim for all pupils to achieve their full potential. Our school aims to provide all pupils with strategies for dealing with their individual needs within an environment which offers high levels of support and challenge as appropriate.

We aim to provide a differentiated curriculum which:

- enables every pupil to experience success
- provides a variety of stimulating, engaging and enjoyable learning activities which challenges all pupils appropriate to their individual needs and current levels of attainment
- responds to pupils' diverse learning needs and encourages all children to be independent and self-motivated learners
- promotes individual confidence and a positive attitude
- ensures that all pupils receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- gives all individuals and groups of children equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- identifies, assesses, records, monitors and regularly reviews pupils' progress and needs
- involves parents/carers in planning and supporting at all stages of their pupil's development
- works collaboratively with a wide range of other professionals and support services

We aim to provide a happy and safe school by:

- recognising, reflecting and celebrating pupils achievements, skills, talents, contributions and the diversity of all our pupils
- maintaining an ethos where it is good to be ambitious and achieve
- providing high quality pastoral care, support and guidance

- safeguarding the health, safety and welfare of pupils
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of our school community

We aim to secure inclusive education for all pupils by reviewing and evaluating what is done:

- Is each individual pupil achieving their potential and showing good progress ?
- Are there differences in achievement between different groups of children ?
- What provision is in place for pupils who are not achieving their potential ?
- Are our actions effective ?
- Are all our pupils happy in school ?

D: OBJECTIVES

1. To identify and provide for pupils who have special educational needs, disabilities and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To operate a Challenge For All approach to the management and provision of support for special educational needs
4. To provide an Inclusion Co-ordinator who will work with the SEN Inclusion Policy
5. To provide support and advice to all staff working with special educational needs pupils

E: SPECIAL EDUCATIONAL NEEDS

i) IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Great Missenden we believe the majority of children's needs can be met through Quality First Teaching and Personalised Learning. Pupils are grouped in classes according to age and as there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Personalised learning is "taking a highly structured and responsive approach to each child's learning in order that all are able to progress, achieve and participate" (Teaching and Learning in 2020 Review).

Through personalised learning we are able to include all pupils by:

- High quality teaching and learning with focused lesson objectives
- Precise target setting and rigorous and regular tracking of progress
- Focused assessment to ensure every child knows how they are doing and understands what they need to improve
- Effective intervention for children to enable all children to progress
- Varied groupings to allow for a wide variety of pupils strengths and weaknesses

- Adapting the learning environment to suit a range of learning activities e.g. visual resources, ICT resources, outside classroom
- Delivering a creative curriculum which caters for the needs and interests of all learners
- Offering an extended curriculum so that all pupils can discover and develop new interests and talents e.g. participation in extra-curricular activities, clubs and school trips.
- Supporting children's wider needs to remove barriers to learning e.g. developing self-esteem, attendance, home learning tasks

At times during their education, some children will be identified as requiring additional support or requiring additional challenge in a particular curriculum area.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA or the Inclusion Co-ordinator in order to acquire, reinforce or extend skills more effectively. Provision for all pupils is intended to enable them to make the greatest possible progress in the context of the National Curriculum and within their own personal development.

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is **additional to** or otherwise **different from** that which is made generally for pupils of the same age in other schools maintained by the LEA (*Education Act 1996*).

Pupils who may have Special Educational Needs are identified through a collaborative approach in progress meetings with the Class teacher, Deputy Head Teacher and Inclusion co ordinator. These meetings take place termly and children's progress is closely monitored. Actions are agreed as a result of discussions from these meetings. At Great Missenden School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Children identified as having Special Educational Needs will be classified under four broad areas (SEND Code of Practice, 2014)

Communication and interaction - which includes language and Autistic Spectrum Disorders (ASD)

Cognition and Learning - Which includes specific learning difficulty (Dyslexia)

Social, emotional and mental health difficulties - which includes conditions such as ADHD

Sensory and/or physical needs - Which includes physical disabilities e.g. hearing and visual impairments and sensory processing disorders

The school also considers what is **NOT SEN** but may impact on progress and attainment.

- Disability (the code of practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman
- Emotional wellbeing
- Medical needs

ii) A GRADUATED APPROACH TO SEN SUPPORT

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEN. Teachers are responsible and accountable for the progress and development of children in their class, including where pupils access support from teaching assistants or specialist staff. Through Teachers performance management the quality of teaching for all pupils is reviewed. This includes lesson observation, learning walks, work and planning scrutiny, SMT meetings and moderation meetings. This also includes reviewing, and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Following progress meetings which have highlighted a lack of pupil progress the class teacher and Inclusion co ordinator consider information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Where necessary children may be offered a short term intervention scheme with an aim to closing the gap in progress.

SEN Support intervention is triggered when there is evidence that, despite receiving differentiated teaching and a sustained level of support through specific interventions, a pupil:

- still makes little or no progress in a specific area over a significant period of time
- continues to work at National Curriculum levels considerably lower than expected for the child's chronological age
- has emotional/behavioural problems that often substantially impede their own learning or that of others despite having an individualised behaviour management programme
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

If the school decides, after consultation with parents that a child requires SEN Support in order to make satisfactory progress, a child may undergo more specialist assessment and /or observation from professionals such as the Educational Psychologist, the Specialist Teaching Service, Speech and Language Therapy Team and Occupational Therapist.

Through the process of an **ASSESS-PLAN-DO-REVIEW** cycle, outcomes will be set and more specialist provision put in place drawing on advice of the outside agencies mentioned above. At the point in time when a child is added to the SEN List the Inclusion Co-ordinator will meet with parents to gather further information on the child and their needs as well as parents' aspirations and hopes for their child. They will also meet with the child to gather the child's thoughts and feelings. The Inclusion Co-ordinator will then meet with parents three times a year to review progress towards the outcomes set.

In very rare cases, it may become evident that the school is not able to meet the needs of a child. This may be because the child requires a specialised learning environment in order to be safe and make progress. The teaching and support staff would be in close communication with parents on a daily basis, and further specialist assessments would be carried out. Either at a regular annual review or an emergency annual review, a decision would be made about the child's school placement.

iii) **MANAGING PUPILS NEEDS ON THE REGISTER**

Children who are placed on the SEN Support register will receive support to achieve outcomes which will be recorded in an SEN Support Plan. This Support Plan has 10 sections:

1. Key pupil/parent information
2. All About "Me"
3. Child's profile
4. Circle of Support
5. Contact details of professionals involved
6. Details of meetings with parents/carers and child/young person
7. Skills strengths and Needs for Support as agreed with parents/carers and child/young person and supporting professionals
8. Planning Document for Short-Term Outcomes as agreed by education setting, involved professionals, parents/carers and child/young person.
9. Monitoring progress
10. One page profile/pen portrait.

These documents will become a living record which will show identified needs; how to remove barriers to learning effectively and clear outcomes to be achieved within a given time scale. The class teacher, supported by the Inclusion Co ordinator is responsible for maintaining and updating the plan. The class teacher holds the responsibility for evidencing progress according to the outcomes described in

the plan. This document will be reviewed and updated termly prior to progress meetings when progress will be reviewed.

If a child continues to fail to meet expected outcomes despite the provision in place as detailed in the plan the school may seek to obtain further support for this child through an application for High Needs Block Funding or an Education, Health and Care Plan. The School Support document together with the commentary from pupil progress meetings will provide vital evidence if the school is unable to fully meet the needs of a pupil through our own provision arrangements. See attached SEN Information Report - appendix 1.

Children with an Education Health and Care Plan (EHCP) or a statement of educational need will have their EHCP or statement reviewed annually through the process of a person centred annual review. All professionals involved with a child will be invited to attend this meeting together with the child themselves. The needs of the child and longer term outcomes within the EHCP or statement will be reviewed at this meeting. Shorter term outcomes will be set and reviewed termly, at multi-professional meetings held at the school.

The school will consider applications for a personal budget for those children with an EHCP, if the notional SEN budget allows. Our priority is ensuring that children have the support that they require in school to enable them to access the curriculum, make progress and ensure their safety and wellbeing at all times.

iv) CRITERIA FOR EXITING THE SEN SUPPORT LIST

If after receiving additional provision via an SEN Support Plan a child begins to make accelerated progress and close the gap, or if Specialist Support agencies feel that the child has met all targets and no longer requires SEN Support, a meeting will be held with the class teacher, Inclusion Co ordinator and parents. If all feel it appropriate the child will be removed from the SEN Support List. Their progress will continue to be closely monitored through the termly progress meetings.

v) SUPPORTING PUPILS AND FAMILIES

Parents and pupils are able to gain an understanding of provision available locally through the Local Offer. The school's SEN Information Report is available through the Local Offer and on the school website. www.greatmissendenschool.co.uk/

The staff at Great Missenden C of E Combined School will continue to forge home/school links and encourage parents to be partners in the education of their children. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers or the inclusion co ordinator, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their

child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year and three times yearly with the Inclusion Co-ordinator, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or Inclusion Co-ordinator. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and audio guides about many aspects of SEN. Some of their leaflets are available in school from the Inclusion Co-ordinator.

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate reflects the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

In Great Missenden C of E School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSAs and teachers about their learning
- class and individual reward systems
- through the School Council

vi) ADMISSION ARRANGEMENTS

Great Missenden School prides itself on being an inclusive school. It acknowledges the range of issues to be taken into account in the development of truly, meaningful inclusion. All pupils are welcome, including those with SEND, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Please see School's separate policy on managing the medical conditions of pupils.

vii) ACCESS ARRANGEMENTS

At times of Statutory Assessment the School applies on behalf of children whom may benefit from specialist access arrangements in these tests. When completing internal assessments the school uses

its discretion and can provide children with a reader, scribe or extra time if and when this is provided as part of normal classroom practice.

viii) TRANSITION ARRANGEMENTS

Transfer and links with other schools

- SEN and G&T action records are transferred from feeder schools and to secondary schools following county procedures
- The Year 3 transition Co-Ordinator and the Headteacher / Deputy Headteacher, visit all linked infant schools prior to transition
- All statemented pupils/those with an EHCP in year 5 have a transition review when suitable secondary placements are identified
- All pupils have opportunities to visit their prospective Secondary Schools.
- Representatives from local secondary schools are available for consultation before the time of transfer
- A transition support programme is arranged for children who will require extra support during transition
- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named

Relative ability may differ from school to school so children will remain on the gifted and talented register if appropriate to their new peer group.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- in July all class teachers review the class provision map with the Inclusion Co-ordinator showing the extra provision they recommend for the next year. This is then discussed with the new teacher
- there are close links between the school KS1 co-ordinator, reception teacher and foundation stage leader to discuss pupils with SEN when they are about to start school

ix) SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may also have special educational needs or a disability (SEND) and may have a statement, or Education, Health and Care

(EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

x) MONITORING AND EVALUATION OF SEND

We see identification, provision and review for SEND children as a continuous cyclical process of identification and review rather than a one off process.

We monitor SEND provision through:

- Rigorous tracking of data to monitor pupils' progress
- Formal parents meetings three times a year
- monitoring of classroom practice by the Inclusion Co-ordinator and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts and groups of pupils
- value-added data for pupils on the SEN register, the number of children on the register
- monitoring of procedures and practice by the SEN and G&T governors in conjunction with the Inclusion Co-ordinator
- school self-evaluation,
- the Governors' Annual Report to parents
- the school's annual Inclusion Action Plan which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision

xi) TRAINING AND RESOURCES

The School receives a Notional SEN budget which is determined by prior attainment and deprivation. This is used to fund specialist support, equipment, individualised programmes and outside expertise. If children require more than £6000 worth of support the school applies for Top-Up funding or and EHC Plan assessment to allow us to continue to meet the child's individual needs.

- The school is committed to gain expertise in the area of Inclusion and ensures that all staff (teachers and LSAs) have access to relevant CPD training both internally and externally
- There is a planned programme of in-house training sessions for LSAs.
- The Inclusion Co ordinator attends the partnership SENCO support group termly meeting

- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- The Inclusion Governor is advised of any relevant training by the Inclusion Co-ordinator
- Newly appointed teaching staff meet the Inclusion Co-ordinator to discuss Inclusion procedures in the school.
- Newly appointed support staff meet with the Induction Co-ordinator to discuss SEN procedures in school. A familiarisation programme is put into place which includes outlining procedures and policies and enables the new member of staff to shadow current members of staff. Each new member of staff is also given an induction pack.

The School's Inclusion co ordinator regularly attends the Local Authority SENDCO liaison meetings and training in order to keep up to date with local and national updates in SEND.

xii) ROLES AND RESPONSIBILITIES FOR SEND

Provision for all pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide differentiated tasks for all pupils, including those with SEND, in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs. The Inclusion Department supports the teachers with all of the above.

The **governing body** in co-operation with the head teacher has a legal responsibility for determining the policy and provision for pupils with SEND - it maintains a general overview and has an appointed representative (see appendix 1) who takes particular interest in this aspect of the school. Governors have statutory responsibilities outlined in the Code of Practice for Special Educational Needs and Disability (2104) and they report to parents on the fulfillment of the schools Inclusion Policy through the Governors' Annual Report to parents. Governors play a major role in school self-review and ensure that SEN provision has a yearly action plan and is an integral part of the School Development Plan.

The **head teacher** (appendix 1) has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the Inclusion Co-ordinator
- The deployment of all special educational needs personnel within the school
- She also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' Inclusion Policy and the effects of inclusion policies on the school as whole.

The **Inclusion Co-ordinator** is responsible for:

- Overseeing the day to day operation of the school's Inclusion Policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up SEN Support plans and setting outcomes appropriate to the needs of the pupils
- Advising on appropriate resources and materials to use with pupils who have special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND list and SEND records
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, CATS etc
- Contributing to the in-service training of staff (teachers and LSAs)
- Managing and supporting LSAs - running a weekly staff meeting for LSAs
- Liaising with the SENCOs in feeder schools, secondary schools and/or other primary schools to help provide a smooth transition between schools
- The Inclusion Co-ordinator has regular input at staff meetings.

Class teachers are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated and inclusive National Curriculum (reflected in their planning and classroom practice). They can draw on the Inclusion Department for advice on assessment and strategies to support inclusion
- Providing additional and different provision for individuals and groups with special educational needs.
- Implementing and monitoring "booster" interventions for identified children
- Making themselves aware of the school's Inclusion Policy and procedures for identification, monitoring and supporting pupils with SEN
- Giving feedback to parents of pupils with SEN.

Learning support assistants work as part of the team alongside the Inclusion Co-ordinator and the teachers. They support pupils' individual needs, and help with inclusion of pupils with SEN within the

class. They play an important role in implementing SEN Support Plans and monitoring progress. They help pupils with SEN to move forward with their learning, by enabling them to access a broad and balanced curriculum. They also contribute to SEN Support plan and statement/EHC Plan reviews and review meetings by giving feedback to teachers about pupils' responses to tasks and strategies. LSAs are made fully aware of the schools Inclusion Policy and the procedures for identifying, assessing and making provision for pupils with SEN through our Induction Programme. A planned programme of training is outlined within the schools' Annual Inclusion Action Plan.

F: GIFTED AND TALENTED

i) DEFINITION

"A Rising Tide, Lifts All Ships"

Joseph Renzulli

Director of the National Research Centre on Gifted and Talented

Pupils identified on the challenge register are pupils who may require additional challenge in some or all of their lessons. Challenge For All takes a gifted and talented approach to whole school improvement. It is based upon taking the very best gifted and talented practice and applying it to raise standards for all children. A culture of high challenge and high support enables all children to achieve their best. At Great Missenden we believe that if we have high expectations and challenge all pupils (a rising tide), this leads to all children achieving their full potential (lifts all ships).

There are three main elements within all lessons to ensure that pupils achieve their potential:

- Challenge
- Independence
- Higher Order Thinking Skills

For children to achieve their best they must:

- Develop a belief that they can improve and achieve with effort
- Learn to challenge themselves and enjoy challenge
- Learn from their mistakes without losing confidence
- Foster a passion for learning
- Have high expectations of themselves and others

Challenge For All recognises that high achieving pupils can be vulnerable to underachievement and therefore lessons are differentiated to meet the needs of the highest ability pupils and the element of challenge must be present in all lessons. Children are encouraged to recognise their own strengths and weaknesses. Pupils take an active role in choosing which task they complete within a lessons, in order to challenge themselves appropriately for their individual ability level.

All types of ability are recognised, not just those which involve high academic ability. Achievement in all the following areas is recognised on the challenge register:

- Intellectual and academic abilities (English, maths, science, humanities)
- Artistic and creative abilities (art, design, music and drama)
- Practical abilities (design and technology, mechanical ingenuity)
- Physical abilities (PE, sports and dance)
- Social abilities (personal and interpersonal, leadership qualities)

Gifted and talented learners will be identified on potential ability rather than achievement, so that underachievers are amongst those identified. Children with multi-exceptionalities may be placed on both the SEN and Gifted and Talented registers.

ii) **ROLES AND RESPONSIBILITIES FOR G&T**

The educational provision for our gifted and talented children is the responsibility of the class teacher. The inclusion Co-ordinator should advise teachers on planning, the types of provision which are appropriate and resources which could be used.

Subject co-ordinators are responsible for the provision within their subject area. They advise teachers on useful enrichment and extension activities relevant to their particular curriculum area.

The inclusion co-ordinator is responsible for:

- Aiding staff with identifying and monitoring children who require additional challenge
- Updating the Challenge Register on a regular basis
- Monitoring and evaluation provision for gifted and talented children throughout our school
- Identifying staff training needs and providing INSET
- Sharing good practice and ideas with staff
- Keeping up to date with current guidelines, research and initiatives
- Updating resources
- Informing head teacher and SLT about the quality of provision
- Liaising and reporting to designated governor
- Monitoring effectiveness of this policy

iii) **IDENTIFICATION OF G&T PUPILS**

We believe that there is no single perfect instrument for identification of gifted and talented children. We draw upon a wide range of information sources, including both qualitative and quantitative information. Everyone in the school has a responsibility to recognise and value pupils' abilities. Identification will include elements of the following:

- Information from parents and carers
- Information from previous teacher, pre-school or school
- Teacher or staff nomination, using professional judgements, observations and class work through ongoing assessment for learning

- Test and assessment data e.g. SATs levels or CATs
- Discussions with children
- Peer nomination
- Specialist teacher identification

Since relative ability can change over time, learners may move on and off the register when appropriate, though such movement might be expected to reduce with age. The gifted and talented population is broadly representative of our whole learner population in terms of gender, ethnic and socio-economic background.

iv) PROVISION FOR G&T PUPILS

We believe that effective provision can be made within the classroom, through a stimulating, well planned and differentiated curriculum, which is delivered with regard to the individual learning styles of each child and personalised to suit their needs and interests.

Classroom provision:

- Effective assessment for learning so that planning takes account of prior learning
- Stretching curricular targets are set with pupils
- Differentiated learning objectives and outcomes are shared
- Classroom activities offer additional stretch through a combination of acceleration, enrichment and extension
- Opportunities for independent learning are planned for
- Use of a range of teaching and learning styles
- Teachers have high expectations and ask challenging questions
- Planned extension activities, using higher order thinking skills or open ended tasks
- Creativity is actively fostered
- Numeracy lessons are set, with provision to support children to work at higher levels
- Flexible group work is undertaken and when appropriate, children are grouped by ability
- INSET training for staff to review and develop their awareness of the needs of our gifted and talented children

In some cases pupils may be withdrawn for challenge groups e.g. in writing, however we recognise that our gifted and talented pupils require challenge all day, everyday, not just for certain sessions within a week.

School based provision:

- Wide range of clubs and extra curricular activities
- Creative Curriculum
- Performance opportunities

- Off timetable days/weeks e.g. art days, science days, mini enterprise week
- Workshops from visiting theatre groups, dance groups, and visiting speakers
- Specialist teachers e.g. music, Modern Foreign Language
- Partnerships with local secondary school or wider community
- Celebration of children's achievements in and out of school clubs and groups, in classrooms and assemblies.
- Participation in local and national schemes, competitions and festivals.

v) MONITORING AND REVIEW OF PROVISION

We see identification, provision and review for gifted and talented pupils as a continuous cyclical process of identification and review rather than a one off process.

We believe that the needs of gifted and talented children can be met through personalised learning and quality assessment for learning. We monitor gifted and talented pupils by:

- Children being invited to give feedback about the enjoyment and challenge within their lessons through discussion, questionnaires and the school council
- Rigorous tracking of data to monitor pupil's progress
- Formal parents meetings twice a year
- Mapping of "opportunities to challenge and inspire" across the school and for individual pupils
- Class provision maps are reviewed at the end of each term.

G: STORING AND MANAGING INFORMATION

SEND information is shared with staff on a "need-to-know" basis. SEN records are kept securely in a locked cabinet in the Inclusion Room.

H: ACCESSIBILITY

The school strives to ensure that access to the curriculum and extra-curricular activities are accessible to all pupils through the provision of personalised provision and specialist equipment where necessary. Please see the accessibility policy.

<http://www.greatmissendenschool.co.uk/attachments/article/12/Accessibility%20Policy.pdf>

I: DEALING WITH COMPLAINTS

Please refer to the school's complaints procedure. Bucks County Council resolution support can be sought if required.

[http://www.greatmissendenschool.co.uk/attachments/article/12/Complaints%20Procedure%202014.p
df](http://www.greatmissendenschool.co.uk/attachments/article/12/Complaints%20Procedure%202014.pdf)

J: BULLYING

Please refer to the school's how to get along together policy.

<http://www.greatmissendenschool.co.uk/attachments/article/12/Learning%20how%20to%20get%20along%20together%20policy%202014.pdf>

K: EVALUATING SUCCESS

The following tools may be used to assess the success of the school's Inclusion Policy:

- Monitoring of classroom practice by the Inclusion co-ordinator and subject co-ordinators
- Analysis of pupil tracking data and test results
 - For individual pupils
 - For cohorts and groups of pupils
- Value-added data for pupils on the SEN register, the number of children on the register
- Monitoring of procedures and practice by the SEN and G&T governors in conjunction with the Inclusion co-ordinator
- School self-evaluation
- The Governor's Annual Report to parents
- The school's annual Inclusion Action Plan which evaluates the success of our policy and sets new targets for development
- The School Development Plan, which is used for monitoring provision in the school
- Visits from the LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- Frequent meetings of parents and staff, both formal and informal, to plan provision and targets, revise provision and celebrate success.

L: REVIEWING THE POLICY

This policy will be reviewed annually in the first instance given the current climate of reform as we move forward into the new requirements for SEND for school effective from September 1st 2014.

M: APPENDICES

- i) For further information on SEN support within Great Missenden please see our SEN Information Report 2014

<http://www.greatmissendenschool.co.uk/attachments/article/12/SEN%20Annual%20Report.pdf>

