



Rouge Bouillon School

Inclusion Policy

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Introduction

It is Education Department policy that:

- all pupils will have access to a broad, balanced, relevant and appropriately differentiated curriculum;
- all children with special needs will be educated in mainstream schools, except where it:
 - is contrary to the wishes of the parent (or the child if over 16);
 - would not be in the best interests of the child;
 - would be detrimental to the education of other mainstream children;
 - would require the inefficient or inappropriate use of resources;
- all pupils with special educational needs will receive appropriate education in Jersey or, in exceptional circumstances, in the United Kingdom;
- all schools will have SENCO and a clearly defined Special Educational Needs Policy that is in line with the new SEN Code of Practice
- For the purposes of SEN policies Education have determined that it will identify and maintain support for the special educational needs of all children aged 3 to 19.

Rouge Bouillon Policy Objectives

In Rouge Bouillon we aim to meet the needs of all our children. We aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all our pupils and we want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

The principles of this policy are:

- to create an environment that meets the needs of each pupil;
- to ensure that the needs of pupils are identified, assessed and provided for;
- to ensure that all pupils are included and have access to all areas of the curriculum within their year group
- to identify the roles and responsibilities of staff in providing for pupils' needs;
- to enable all pupils to have appropriate access to a personalised curriculum that meets their needs now and in the future;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our pupils and parents are encouraged to have a voice in this process.
- to ensure the safety and well-being of the pupils and staff.

In order to meet the special educational needs of our children at Rouge Bouillon School we:

- Identify those children who have SEN as early as possible.
- Provide intervention at a suitable level when a child is identified as having SEN.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the Jersey Curriculum through effective differentiation.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.

- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Inform and involve the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.

Co-ordinating Provision

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the arrangements for SEN provision throughout the school. She receives a Supplementary Allowance for this. The post is full-time, currently non-teaching.

The SENCO:

- Has responsibility for the day to day operation of the SEN policy in line with the Code of Practice
- Ensures that school is following the 'Ordinarily Available' guidance in that QFT is taking place.
- Maintains a register of children with an identified SEN and ensures that this is completed and sent up to the department by the given dates.
- Ensures the records on children with SEN are up-to-date and that teachers are writing IEPs for children who are following recommendations from specialist agencies or who have a Record of Need (RON)
- Ensure class provision grids are in place to support children with an identified SEN by outlining the intervention and staff in place to meet these needs.
- Works closely with the Head teacher, the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- Manages the Learning Support Assistants employed to work with children with SEN throughout the school.
- liaises with the staff in school who have responsibility for child protection, attendance and family support issues
- Works closely with the parents of children with SEN.
- Liaises with outside agencies to gain advice and support for children with SEN.
- Contributes to in-service training for staff on SEN issues.

In our school the SENCO manages the Additional Resource Centre (ARC). The ARC manager:

- manages the day-to-day operation of the policy;
- supports the school in maximizing its approach towards inclusion;
- oversees the direction and action plan for improvement of the provision;
- co-ordinates the provision for and manages the response to pupils' educational needs;
- supports and advises colleagues;
- oversees the records of all pupils within the provision including reports from external agencies and teachers;
- supports staff in their links with parents where this is required;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the educational needs provision and programmes for pupils and where appropriate reports this information to the Department for Education
- manages a range of resources, human and material, to enable appropriate provision for children supported within the provision;
- Contributes to the professional development of all staff.
- Updates the Record of Need through the annual review process and makes amendments accordingly to share with all stakeholders.
- accesses relevant learning assessments to support closer targeting of curricular needs
- The Manager of the resourced provision is responsible for the operational management of the specified and agreed resourcing for the resourced provision within the school.
- The Manager of the resourced provision monitors the quality of programmes and support for pupils supported by the resourced provision.

In our school, the class teacher will:

- Ensure that all pupils learning needs are met through effective planning and differentiation.
- Carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement.
- identify children who are not making the required level of progress. Where a specific need is identified the teacher will set individualised targets or identify an intervention or target group on the provision grid.
- Contribute towards reports and annuals reviews as requested.
- Provide long, medium and short term planning and timetables to key workers and LSAs and communicate on a weekly basis regarding ways in which they can support their planning.

If children are part of the ARC the class teacher will:

- Ensure pupils who are supported by the resourced provision are included in their class to the fullest extent possible, playing a full part in learning activities, and given appropriate structures and differentiated activities to meet their needs.
- Become knowledgeable about the condition or needs of pupils in their class so that they can manage any challenges from pupils in an appropriate, positive way and support them effectively when the key worker is not present.
- maintain a structured, calm and organized classroom to reduce any anxieties of individuals and to promote independence
- secure the well-being of pupils through the application of school policies and procedures
- Help pupils to develop their social and life skills.

The SEN Support Staff

The school employs Learning Support Assistants to support the SENCO in delivering learning programmes to children with SEN throughout the school. See allocation timetable.

These LSAs work with individual children and with small groups on specific intervention programmes or targets. They meet with the SENCO monthly for INSET and to review learning programmes they are delivering such as reading, phonics, speech, Precision Teaching, Numicon and Boosting Reading @ Primary.

In Key Stage 1 and 2 the LSAs support SEN children by supporting differentiated literacy, numeracy and speech and language skills to small groups and individuals. This may include Numicon, JEL and Memory Magic. Some LSAs also carry out diagnostic assessments of individual children.

Children with Records of Need are supported on an individual basis, when deemed necessary, by LSAs employed by the school or Key Workers from our ARC.

In our school the key workers from the provision will:

- Be responsible for individual pupils within the resourced provision and will deliver individual programmes overseen by the Manager of the resourced provision in line with the curriculum.
- Plan individual programmes against learning objectives identified by parents, teachers, outside agencies or the Manager of the resourced provision.
- give feedback to the team on the progress and behaviour of the individuals they are working with
- Supervise and assess the pupils in planned activities within the curriculum areas in the manner best fitted to their individual needs.
- Supervise pupils during lunchtime and be involved in play areas and on out of school visits with small groups of pupils.
- Observe and monitor the development of specific pupils within the resourced provision, recording appropriately and applying this knowledge to future planning.
- contribute to reviews of Independent Learning Plans (ILPs) and the annual Record of Need report

- Support and develop communication with parents, liaising with them, with the support of the Manager of the resourced provision; to ensure consistency in approach for the pupils.
- Support pupils both physically and emotionally, to implement hygiene, toileting and social skills programmes, when necessary.
- Transport and support pupils from the resourced provision on out of school visits and activities.
- Maintain and make equipment, as necessary, and include in inventories, carry out tidying and cleaning tasks in order to ensure standards of health and safety and general care are preserved.
- Undertake responsibility for specific activities or structures in order to reduce anxiety levels in pupils.

Identification and assessment

At Rouge Bouillon we identify children with SEN as early as possible.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- The Foundation Stage Profiles- EXAAT
- the P scales and B Squared
- termly teacher assessments of progress
- annual Teacher Assessment sheets for both core and foundation subjects.
- termly assessments of maths including tests
- half termly unaided writing
- Sight words and common exception words
- COPs/ LUCID Rapid
- Benchmarking
- Year group expectation criteria in line with new curriculum

In Key Stage 2 the assessments used are:

- Year group expectation criteria in line with new curriculum
- the P scales and B Squared for children working outside the national expectations for their age group
- termly assessments of maths including tests
- half termly unaided writing
- annual Teacher Assessment sheets for literacy, Numeracy and science
- GL assessment
- Rising Stars
- YARC for reading interventions

The tests used in school by LSAs and SENCO manager for diagnostic purposes are

- Irlens Syndrome overlay assessment
- LUCID COPs and Rapid
- LUCID LASS
- CONNERS for ADHD assessment
- Psycho Educational Profile (PEP)

The “triggers” for Further Intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the “graduated response” set out in the SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- ongoing teacher and LSA observation and assessment within the classroom, and/or attainment in one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - The attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - Little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.

- the class teacher’s annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child’s chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children’s Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns e.g. from medical services, Educational Psychologist, Children Services.

The Graduated Response

1. Identified Concerns

If a teacher is concerned about some aspect of a child’s progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child’s physical or mental well-being and or learning (s) he will share her concerns with the SENCO and the staff who have responsibilities for pastoral and child-care issues.

The teacher/SENCO will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

2. SEN Support

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress. Targets are then identified on the class provision grid to focus the LSA support in line with the child’s needs.

3) External Agency Support

If a child continues not to make adequate progress the SENCO will ask for help from outside agencies. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, SALT, CAMHS or OT. With their help strategies and recommendations will form the basis of future IEPs.

Any reports or recommendations from outside agencies are used for targets on the ILP

An IEP is written by the class teacher for the child. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP is sent out to the parents. Progress towards the targets is discussed half termly.

At the ILP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) To reduce the amount of help.
- b) to continue with the existing level of help with new targets
- c) to increase the level of intervention if there has been little progress

Request for Exceptional Action or a RON

If the child continues not to make progress, the school, through the Head teacher and SENCO, requests the Department and Educational Psychologist to make an assessment of the child's SEN. This information is then taken to panel for a decision to be made regarding whether Exceptional Action is required. This may result in a RON or a 'note in lieu' written by the department and is reviewed annually.

The Record of Need

A RON is a document which sets out the provision the child **must** receive to meet his/her SEN. This is used for LSA support and/or specialist teaching and equipment. ILPs are used to set targets each half term in line with the specified needs on the RON. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress.

Some children with a Ron may require a change in their placement in order to access a Resourced Provision. At Rouge Bouillon we have one of the Islands ARCs which cater for pupils with Social and Communication Difficulties including Autistic Spectrum Condition.

See ARC Policy

Arrangements for Inclusion

Involvement of outside agencies

For those children with RONs or who have involvement of outside agencies is specified on the RON advice. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- the Medical services, including CAMHS
- the Social Services, especially for Looked After children

Liaison within the school

The SENCO shares information about pupils with SEN with

- Class teachers, LSAs and parents
- the Senior Management Team
- Phase leaders
- The learning leaders
- The member of staff responsible for child protection issues
- SALT
- Educational Psychologist
- Outside agencies

INSET Arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the Department.

The SENCO regularly attends courses on SEN and Autism run by the Department of Education.

The LSAs employed by the school also attend monthly INSET sessions specifically for their needs run by the SENCO and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEN issues.

Links with Other Schools

The Foundation Stage class teachers arrange visits to the Early Years settings when they are informed of a child with SEN who will be starting school at Rouge Bouillon. When a child already has a RON they are usually invited to attend the child's Annual Review in the Early Years setting.

At Y6 transition the SENCO provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For pupils with a RON the SENCO arranges a meeting with the SENCO from the chosen Secondary School during the summer term prior to transition.

Staff/ key workers from our Additional Resource Centre support children as part of the extended transition process when children attached to our provision move to their catchment schools.

Partnership with Parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's ILP each half term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings.

Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Additional Resource Centre- see ARC Policy

Pupils access the provision with wide-ranging needs, but collectively they have been identified by a range of outside agencies as having a significant level of social and communication difficulties which may include a diagnosis of Autistic Spectrum Condition.

We encourage staff to become aware of assessment outcomes relating to pupils that join our resourced provision, so that we can build upon their prior learning and set up an appropriate curriculum incorporating teaching styles and structures that will meet their needs.

Each child will enter the resourced provision with a Record of Need, which clearly identifies their learning needs and the provision required to meet these. Should a pupil be placed in the resourced provision with needs that entail organisation outside that of the mainstream classroom for all or the majority of the time, then the Manager of the Provision will liaise closely with the Educational Psychology Service and other relevant agencies to secure an appropriate curriculum for the individual.

If a child demonstrates significant cause for concern, a request for additional assessment will be made to the Educational Psychologist. Consultation between parents and other relevant parties and a range of written evidence about the child will support the referral. This may lead to a request for additional support or a consideration for an alternative placement. Any referrals of this nature should be made, on the recommendation of the Educational Psychologist, to the Education Support Team Panel.

Induction of New Staff into the Provision

Each new appointment to our school community will be entitled to a personalised induction programme according to their role and responsibilities within the school. The induction will be the responsibility of the SENCO

A summary meeting will occur to confirm that progress has been positive and that the probationary period has been successfully completed at the end of 6 months.

Where this is not the case, the probationary period will be extended for a 6 further weeks. After this time a decision will be made regarding the candidate's suitability for the role.

After the probation period, key workers will continue to receive support and training during their first year. They will then access the appropriate professional development for their post e.g. SPELL training (Autism Jersey); BILD; ACE (Birmingham); BPhil (Birmingham).

Allocation of resources

The Manager of the resourced provision is responsible for the operational management of the specified and agreed resourcing for the resourced provision within the school.

Access to the curriculum

We aim to be inclusive and support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, pupils receive a balance of learning opportunities, which take into account a variety of settings to maximise learning, e.g. asking children to work in the mainstream classroom, small groups, or in a one-to-one situation outside the classroom.

Transition Arrangements

- To Nursery from Pre-school/home
 - Induction meeting with all Nursery parents
 - Parents and child meet SENCO and Headteacher separately to discuss child in more detail
 - Outside services liaise with school before starting
 - Reports accompany child
 - Child visits school
 - Manager of Provision carries out home visit (sometimes with Nursery teacher)

- Child has staggered start and comes to school for hours they can manage building up their time according to need to reduce anxiety levels.
- From FS to KS1
 - Induction meeting for parents
 - Photos of teacher taken
 - Messages delivered to class frequently in summer term
 - Records and personal, social information, medical needs passed on in extended transition meeting between the Manager of provision and teachers
 - 'Moving up afternoon' allows child to go to new class for afternoon in July with class to access new room/member of staff with key worker support.
 - Key worker retained over transition for continuity for child and parents
- From KS1 to KS2
 - As above, plus EP comes to annual review in Y2 to review placement and needs
- From KS2 to Key Stage 3
 - As above, plus EP comes to annual review in Y2 to review placement and needs
 - Annual review held early in Autumn Term. EP, Parents, Outside agencies and Staff from secondary provision / school invited
- From another school to the Communication Support Centre
 - Staff from ARC visit the school as part of outreach work to establish the level of need
 - Current class teacher and/or SENCO discuss needs, transfer records and visit ARC as part of pupils transition
 - Parents and pupil visit Rouge Bouillon once a placement is determined
 - Pupil may come in on either full-time or reduced hours depending on need increasing to a full-time placement when appropriate
 - More quiet time is made available to allow relationships to develop with key worker and structures to be put in place
 - If appropriate further assessment carried out by outside agencies to inform provision
 - Parents keep in regular contact regarding transfer and progress
 - Parents supported with strategies to ease any difficulties within the home
- From The ARC Centre to a SLD school
 - Extended transfer process with school visits
 - All records passed on
 - Preparation for leaving considered and child has time to discuss transfer and any concerns.

Monitoring and evaluation

The SENCO and Headteacher review this policy as identified in the School Development Plan and considers any amendments in the light of monitoring and evaluation findings.

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-agency approach whenever possible.

Links with other services

Educational Psychology Service
Community Nurse
Consultant Child Paediatricians
Clinical Psychologist
CAMHS
Physiotherapy Service
Occupational Therapy Service
Speech Therapy Service
The Bridge

Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EA	Exceptional Action
EBD	Emotional and Behavioural Disorder
EP	Educational Psychologist
EY	Early Years
HI	hearing Impairment
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
RON	Record of Need
SA	School Action
SAP	School Action Plus
SEBD	Social, Emotional and behavioural difficulty
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SALT	Speech and Language Therapy
SLD	Severe Learning Difficulties
VI	Visual Impairment

