

Inclusion Policy

New End Primary School

Rationale

At New End School we welcome all children and their parents. We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development. Inclusion is at the centre of our school's aims and values. We believe that inclusion is successful when attitudes are welcoming and positive and when there is sufficient and appropriate support for all children and their parents/carers. Our priority is to ensure that all children access the right support and to this end, we work hard to maintain links with parents/carers and health and education professionals, so that all children make progress, achieve, are involved in day-to-day life of the school and feel safe and included.

Special Educational Needs and Disabilities

How we help children who are falling behind in their learning?

The SENDCO, class teachers and SEND teachers meet regularly and identify children who may be underachieving. We then input our graduated response to meeting children's needs, using three 'waves' of support:

- Wave 1 - high quality "inclusive", differentiated lessons to all children
- Wave 2 – small group intervention for children who can be expected to catch up with their peers as a result of the intervention.
- Wave 3 intervention – specifically targeted interventions and personalised support for individual children to support good progress and achievement.

The variety of provision we make for children includes:

- A curriculum differentiated by class teacher
- SEND support teachers teaching individuals and groups
- Teaching Assistants supporting individual work in class
- Intervention groups run by Teaching Assistants
- Speech and Language therapist group work and individual work
- Speech and Language lead teacher individual and group work
- Primary Learning Support teacher working with individual children on a weekly basis

How we help children develop their social and emotional development?

Our deputy headteacher and SEND teachers work with children who are in need of additional confidence boosting on a 1:1 basis. These children may need extra input to build their self-esteem, improve their emotional, literacy and/or social skills.

- When further needs occur we use our links with Primary Learning Support service for BESD. This service then supports the Inclusion Manager and class teachers in providing the best support and advice.
- Increasingly, we seek support and counselling services from Tavistock Clinic.

Ethnic Minority Achievement

How we support children who enter New End with an additional language?

We aim at New End to meet the particular needs of pupils for whom English is an additional language and to raise standards of achievement for all those who are at risk of under-achieving. We ensure that EAL teaching is clearly and sharply focused on EAL pupils and differentiated to meet the needs of pupils at different stages and levels. Two-thirds of our school population are bilingual and have another language although not all need targeting (some children are fluent in both languages). Between 35 and 45 children of the school population are supported every year either in the classroom or in small withdrawal groups. The biggest minority group is Albanian (about 27), after this there are approximately 32 languages spoken by small numbers of pupils

What is the role of the EMA teacher?

Our EMA teacher welcomes new EAL children and their parents on admission to New End. She maintains a record of new arrivals and monitors how well they are settling in. She develops effective ongoing communication with children and families. She carries out an assessment, the results of which are disseminated to class teachers. If necessary, the child is targeted for language support and a record is kept of their progress. The EMA teacher works in classrooms alongside teachers or in small withdrawal groups. On occasion, the EMA teacher works in a 1:1 setting. Class teachers are supported by the EMA teacher; she will offer strategies and suggest resources to ensure that each child is able to access the curriculum.

Gifted and Talented

How we provide for the children in our school who are gifted and talented?

Between 10% and 15% of our population are identified as being gifted (two thirds) and/or talented (one third) by school using professional judgements, assessment results, SATs and discussions with parents. We aim to provide a challenging and varied curriculum which allows for higher order thinking. We set open-ended activities and we aim for all children in our community to be reaching their potential. Differentiation is used within school to provide for those children on our G & T register and we organise substantial extra-curricular activities in sport and music. We are part of a Hampstead 'cluster' whose aim it is to provide extra educational trips to a wide range of venues in London. The cluster also utilises close links with secondary schools which help us to provide an enriched experience in specific subjects (e.g. science).

A G & T register is kept by school and this register is reviewed annually, in December, in consultation with all teaching staff.

Heidi Wilmot
Inclusion Manager

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