



## **Special Educational Needs and inclusion policy** **(including Gifted and Talented)**

A policy to promote the successful inclusion of pupils with special educational needs and disabilities at Bishops Tawton Primary School.

At Bishops Tawton Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs and disabilities (SEND) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

Children have a learning difficulty if they:

- a. have a *significantly* greater difficulty in learning than the majority of children of the same age; or have the ability or potential ability to achieve *significantly above* the expected level for their age
- b. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

**The specific objectives of our SEN policy are as follows:**

- to identify pupils with special educational needs and disabilities and ensure that their needs are met.
- to ensure that children with special educational needs and disabilities join in with all the activities of the school.
- to ensure that all learners make the best possible progress.
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school .
- to ensure that learners express their views and are fully involved in decisions which affect their education.
- to promote effective partnership and involve outside agencies when appropriate.

The named SEN coordinator for the school is Mrs Donna Clark and Higher Level Teaching Assistant Mrs Debbie Passmore has received training in SEN provision. The Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governor with responsibility for SEN is Mrs Debbie Polkinghorne.

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001.

### **Arrangements for co-ordinating provision for children with SEND**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their provision maps. This may be delivered by the teacher, teaching assistant, SENCO, HLTA or in some cases an Outside agency and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENCO will oversee this provision to ensure it meets the objectives of this policy.

**External support services** play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services.
- Liaison meetings with the Health Visitors/Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage.
- Multi-agency liaison meetings occur when needed.
- Early help may be identified via DSCB (a DAF may be put into place)

When a child has met all of his / her targets, parents will be informed that the child has been removed from the SEND register.

### **Gifted and Talented Children**

Children who are identified as Gifted and/or Talented have the ability or potential ability to achieve *significantly* ahead of their year group in one or more academic subjects (gifted) or non-academic subjects (talented.)

#### **Identification**

The identification of gifted and talented children is a continuous process, as ability is a developmental phenomenon, which can rise and fall over time.

No single checklist or definition exists. We mainly use teacher recommendation to identify pupils, however, all staff, parents and peers can also nominate. At Bishops Tawton, we use a balance of qualitative as well as quantitative means of identification. This balance ensures inclusion of gifted and talented children who may be underachieving due to individual circumstances.

#### **Provision**

Teachers plan all their lessons with differentiation to include challenge for gifted and talented children. Gifted and talented children benefit from higher order thinking through questioning and tasks. It gives them the necessary opportunity to think 'outside the box,' developing their own thinking skills and methods of problem solving. Pupils benefit from ownership of a task and the opportunity to evaluate their own methods/strategies. While this is essential for the gifted and able pupils, it also benefits and motivates all pupils, when used as an inclusive approach. We use a range of provision, including enrichment and extension opportunities.

#### **Parental Involvement**

Parents can develop thinking skills/strategies quite simply through encouragement of games that involve the progression of strategies. Parents can also encourage their child to use their creative imagination through designing, making, writing etc. Children do not have to be particularly artistic to succeed with creative ideas but can explore their imagination through a range of methods, including verbal conversations/descriptions about their thoughts. Children benefit from all opportunities to 'think outside the box.'

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