

Personalisation Policy

Our Intentions

Stamshaw Infant school recognises all its pupils as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential. We are committed to narrowing gaps in attainment between groups of learners and tailoring our provision.

All staff at Stamshaw Infant School value the presence, participation and achievement of all its pupils and will work with them, their parents/carers and with other professionals to ensure that they are successful and happy during their time with us. We recognise the diversity of pupils in our school, within the city and country in which we all live and seek to celebrate difference in the curriculum and its delivery. We also promote positive behaviour that supports every child's enjoyment and achievement at school, as well as good attendance.

This policy sets out how we work to achieve good practice to personalise learning and be inclusive. It encompasses the policy for special educational needs as Appendix 1, for pupils with disabilities (Appendix 2), for pupils with English as an additional language (Appendix 3) and for Gifted and Talented Education (Appendix 4) and responds to legislation and guidance that relates specifically to inclusion, including:

- A. The National Curriculum Inclusion Statement
- B. Disability Discrimination Act 1995, Education Acts 1993 and 1996, SEN Code of Practice 1994 and 2001, The Human Rights Act 1998, Green Paper 'Excellence for All' 1998, Race Relations (Amendment) Act 2000, SEN Disability Rights Act 2001, Every Child Matters 2003 9 and subsequent exemplification), Circular 10/99 reprinted as 0566/2004, Removing Barriers to Achievement 2004, Children Act 2004;

The focus of personalisation is on raising the educational attainment of those learners who have additional, special and exceptional needs. Whilst the policy embraces all children, it is particularly concerned with the provision for and educational attainment of the following groups:

- girls and boys
- minority ethnic and faith groups
- Gypsy, Roma, Travellers (GRT), asylum seekers and refugees
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- children 'looked after' by the local authority
- sick children and those from families under stress
- any pupil whose behaviour places them at risk of exclusion

Definitions and Principles

We define inclusion as the 'presence, participation, acceptance and achievement' of all pupils within any school¹. At the same time, our school adopts the principles of inclusive education below²:

- All children are capable of achieving their own excellence
- All children will contribute as adults in society and schools must prepare them for this role
- Our aspirations as a nation must be for *all* people
- All children should be enrolled in mainstream schools unless there are compelling reasons otherwise
- Special provision should be seen as an integral part of all provision

These principles are consolidated by Every Child Matters and the five outcomes that children have identified for themselves:

- Be healthy
- Stay safe
- Enjoy and achieve at school
- Make a positive contribution and
- Achieve economic well-being

We recognise our responsibility to work with all learners and key partners to secure these outcomes.

Key Personnel

All teachers are expected to develop a range of inclusive practices and will be supported in their continuing professional development. The National Curriculum requires all teachers to take responsibility for:

- setting suitable learning challenges,
- responding to children's diverse learning needs and
- overcoming potential barriers to learning and assessment.

All teachers are responsible for the education of pupils in their class, including those with additional, special and exceptional needs.

Class teachers maintain pastoral responsibility for children in their class with support from the Pastoral Support Leader and Teaching Assistants. The staff work collaboratively to plan and deliver specific programmes of support, as appropriate.

The role of the Inclusion Manager is to work with colleagues to ensure there is effective differentiation in the classroom and high quality small group work to meet the needs of target pupils. In particular, she identifies those pupils in need of individualised learning approaches and oversees all aspects of their provision. This will include provision for pupils with SEN, EAL and those with particular gifts and talents, encompassing identification, assessment, monitoring, classroom support, record keeping and administration.

The Inclusion Manager collaborates with the Ethnic Minority Achievement (EMA) Team. A Gifted and Talented Register is maintained, and staff supported, so that they are able to provide for pupils with additional and exceptional needs and making links with KS2 and other organisations where necessary.

¹ British Journal of Special Education (March 2009) Vol. 36, No. 1

² DfES (19???) Green Paper ,Education for All

The Inclusion Manager also liaises with parents, external agencies and Inclusion Managers / SENCOs from other settings. An up-to-date professional knowledge of Inclusion issues is maintained and relevant budgets managed.

Admission Arrangements

The authority for admission to Stamshaw Infant School is Portsmouth City Council. The school's current admission arrangements adhere to the criteria published and contained in the Local Authority's booklet (title). We welcome all children living in the school's catchment area and do not discriminate on the grounds of race, religion or ethnic origin. We do not automatically refuse entry to children on the grounds that they have additional needs.

Children who have special educational needs, other than those who have a statement of special educational needs, will be subject to the same admission arrangements as all other pupils. Children who have a statement of special educational needs will be admitted to the school if the school is named in Section 3 of their statement.

We appreciate having information about a child prior to their entry so that effective arrangements for their transition can be made.

Identification and Assessment procedures

We undertake regular summative assessment to ensure all pupils are making progress. In addition, teachers use day-to-day assessment enabling them to understand where each pupil is their learning, giving them feedback about it and allowing them to respond so as to plan the next steps in learning. We refer to this as assessment for learning.

All pupils are assessed on entry into our school so that any particular needs can be identified. It is the responsibility of all staff to assist in identifying children who may have additional, special and/or exceptional needs. The identification procedure involves the use of parental information, screening procedures, teacher observation and assessment and data from previous placements (where a child transfers from another school.)

Whole school tracking procedures are in place that enable staff quickly to identify those children who make exceptional progress or those whose progress is limited.

For pupils with EAL, the school undertakes detailed initial assessment and early profiling of pupils, newly arrived from their country of origin. This takes place where possible with the support of a Bilingual Learning Assistant, so that accurate assessment can be made of and through the first language. The school makes use of Local Authority and national guidance to assess these pupils using the QCA EAL scales.

For any child whose progress is a concern, there will be further review and assessment. This will follow guidance contained within the Code of Practice for SEN and the school's SEN Policy, irrespective of whether the identified pupil has SEN.

Targets are set for every child in the school and we aim to ensure they are involved in setting and reviewing their own targets. We monitor all children who need support

over and above what is usually available in class. However, the following individualised plans are used for a small minority of children:

- Individual Education/Learning Plan – for those children who present an ongoing level of concern, especially those who are at or beyond School Action Plus of the Code of Practice for SEN.
- Individual Language Plan – for children receiving support either with speech and language or who are learning English as an additional language.
- Pastoral Support Programme/Individual Behaviour Plan – for children who are at risk of permanent exclusion from school.
- Personal Education Plan – for children who are ‘looked after’ by their local authority.

The school makes every effort to avoid duplication in its planning and to ensure any planning is undertaken in sufficient detail as to make a difference to the pupil’s experiences of education.

Access to the curriculum

Stamshaw Infant School ensures that all children have access to a balanced and broad curriculum, which provides effective learning opportunities. It does this through:

- the provision of class support, where appropriate
- supporting the development of a wide variety of teaching styles and approaches to suit different learning styles;
- differentiated curricular materials and tasks
- use of specialist staff, including Learning Mentors, a Behaviour Support Worker, Specialist Teacher Advisers, a Home/School Link Worker and a Primary Mental Health Worker. These staff come either from the school’s own staff team or from the Local Authority. Some work directly with children and some have advisory roles.

The school has access to EMA specialist teacher time to support the needs of minority ethnic pupils at risk of underachievement, through assessment, support for new arrivals, training and school self-review. In addition, the school has access to a city resource of Bilingual Learning Assistants to support bilingual learners to access the curriculum, support assessment procedures and promote home-school communication.

Each subject area is responsible for the provision of materials and resources for all children. Where staff identify pupils as requiring interventions additional to or different from our usual differentiated curriculum, the school’s SEN and inclusion budgets are used to provide these resources. This can include help from outside professionals, agencies, additional classroom support and loan of equipment, such as computers or specialist tools. In addition to this, the school receives extra funding from the Local Authority for children who are the subject of ‘low-incidence’ statements of SEN.

Arrangements for personalisation

The school recognises that all learners should have access to the full curriculum and our aim is to support children with additional, special and exceptional needs in classroom settings, as far as possible. However, when necessary, children are withdrawn for extra help with specifically tailored programmes or timetables modified to suit individual need. This creates a fluid situation that is designed to meet the

varying needs of the individual, and careful planning ensures that their entitlement to the broad and balanced curriculum is not jeopardised. As a general rule, we do not withdraw bilingual learners from the classroom.

All children are fully integrated into the social and pastoral life of the school. Class teachers are responsible for monitoring the whole school experience of each child. They are concerned about their learning, personal and social development and general well being. As with all our pupils, there is close contact with parents/carers.

We make use of the National Strategies 'Waves Model' of provision:

WAVE 1 is high quality inclusive whole-class teaching supported by effective whole-school policies.

WAVE 2 is WAVE 1 + additional, time-limited, tailored intervention support, i.e. small group opportunities for targeted teaching and learning.

WAVE 3 is WAVE 1 + WAVE 2 + increasingly individualised programmes, based on evidence of what works, i.e. regular 1-1 sessions with learning that is consolidated in the classroom.

Links with other schools

The school maintains strong links with nearby early years settings and nurseries, and with other primary schools as well as our feeder school. Transition arrangements include:

- Liaison with previous setting to meet with children and the staff
- Liaison with future schools to meet pupils and the staff
- New parents' intake meetings
- Parental visits
- Induction days
- Discussion with outside agency specialists about children with different and diverse needs.

When necessary, we draw on the expertise of colleagues in special schools.

Further links

Links with the Health Service and Social Services are conducted through a School Nurse/Community Paediatrician/Social Worker, and any other known named professionals involved with a child/family.

The school utilises the Portsmouth Education Welfare, Educational Psychology and Multi-Agency Behaviour Support Services. In addition the school has support once a week from a Primary Mental Health Worker and a Home/Family Link Worker.

Referrals to any services are made only in consultation with the parent who has parental responsibility and with their agreement.

Partnership with parents/carers

Parents/carers are encouraged to be fully involved in all aspects of the child's education. This is done in a variety of ways, including consultation evenings, review meetings, planning meetings, open evenings, telephone calls, letters and home/school agreements. We value the partnership of home and school working together with equal commitment towards the same end.

The role of the Governing Body

There is a named governor who has responsibility for inclusion. The Governing Body receives information relating to inclusion once a term.

Training and induction

Provision for children with different and diverse needs is seen as a whole school issue and we aim to ensure that all colleagues are as informed as possible about recent legislation. All staff, both teaching and non-teaching, are encouraged to develop their existing skills and expertise, and whole-school training sessions take place relating to SEN, disability, EAL and G&T.

Self-evaluation and monitoring arrangements

We are committed to ongoing self-review of our inclusive practice using arrangements that have been devised by Portsmouth Local Authority and our SEF.

Complaints

Complaints relating to the Inclusion Policy will be dealt with under the school's normal complaints procedure.

Policy reviewed March 2014

To be revised in November 2014 in accordance with the National SEND changes.

Signed:

Date:

Guidance for Pupils with Special Educational Needs

What does Special Educational Needs mean?

The Education Act (1996) provides a definition of special educational needs:

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

The Act says that 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
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age:
- c) are under compulsory school age and fall within definition (a) or (b) above or would do so if special educational provision was not made for them.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools maintained by the Local Authority.

We ensure our teaching is matched to the pupil's learning and that all learners experience a broad and balanced curriculum. In our school we additionally provide for children by giving learning support either in the classroom or through individual or small group work to learn specific skills by withdrawal for short sessions at appropriate times.

What does the school do for children with SEN?

The Code of Practice (which is the legislation for SEN) requires schools to identify children early, although we recognise that children in their early years develop at different rates. We talk to parents / carers and request information from them, as well as using a variety of evidence from other schools and settings.

We use teacher assessments in reading, writing and mathematics to check the progress of all pupils. Where children are causing concern and not making suitable learning progress, we may discuss this with parents and put some additional support into place, usually as part of a small group. We call this stage, 'School Action'. A plan will be in place for that support. If this does not make a difference, we will talk again to parents and request support from a professional outside of school. Using the knowledge from the parents and advice from the outside agency an Individual Learning/Education Plan (IEP) will be written and followed. We call this stage, 'School Action Plus'. IEPs are reviewed termly. **The SEN/AEN register is also reviewed termly as part of the Pupil Progress meetings to ensure the right support is in place. At this time children can be taken off or added to the register.**

Who is responsible for making sure children's needs are identified and met?

Parents who are concerned about their child's progress and development should speak first to the Class Teacher but are welcome to talk to the SENCO / Inclusion Manager, by making an appointment at the School Office.

If a child's needs are not being met at School Action Plus, the school (or parent) will request the Local Authority to undertake a Statutory Assessment. The process will be explained to parents, if we feel such a step is necessary. The purpose of the Statutory Assessment is to assess special educational needs in detail and identify the provision that must be put into place. The assessment may result in a Statement of Special Educational Needs, which must be reviewed at least annually.

All children with statements have an IEP, which is based on the long-term objectives set out in the statement.

What can parents do to help?

Parents can:

- Make sure their child attends every day unless they are really unwell
- Attend meetings that are arranged
- Support their child with their homework and read regularly
- Let us know if there is a particular concern that may have an impact on their child while at school
- Go to their local health centre if they have any concerns about their child's health

Who else can help me?

Useful contacts specifically set up to support parents include:

Portsmouth Parent Partnership Service

This service helps parents to understand the Code of Practice. It can also help parents to find local supportive organisations that relate to a specific special educational need, where they exist.

Portsmouth Parent Partnership Service

Frank Sorrell Centre

Prince Albert Road

Southsea

PO4 9HR

Tel: 02392 732542

CP Centre

This centre gives advice on cerebral palsy and any disability related matter. It supports adults and children. It can provide information on most areas of disability. If appropriate, it will signpost to other resources.

311-313 Copnor Road

Portsmouth

PO3 5EG

Tel: 023 9267 1846

Email: enquiries@cpcentre.org.uk

Website: www.cpcentre.org.uk

A selection of national advice lines is as follows:

ACE (Advisory Centre for Education)

ACE publishes information and advice on all aspects of education and related legislation in the UK.

Unit 1B, Aberdeen Studios,
22/24 Highbury Grove,

London,

N5 2DQ

Tel: 0171 354 8321 (General)

0171 704 9822 (Exclusions)

Website: www.ace-ed.org.uk

Parentline

This is a helpline for parents and carers that deals with all issues and is staffed by parents.

Endway House,

The Endway

Hadleigh

Essex,

SS7 2AN

Parent Network

This organisation gives information and courses to help parents with their children and improve relationships between children and adults.

Room 2,

Winchester House,

11 Cranmer Road,

London

SW9 6EJ

Tel: 0171 735 1214

IPSEA (Independent Panel for Special Educational Advice)

This is a voluntary group of educationalists offering advice and support to parents on issues relating to the 1996 Education Act

4 Ancient House Mews,

Woodbridge,

Suffolk,

IP12 1DH

Tel: 01394 382814 (advice line)

www.indiracc.demon.co.uk/ipsea/index.htm

Guidance for Pupils with Disabilities

The SEN and Disability Act (2001) extended the duties of the Disability Discrimination Act [DDA] (1995) to apply to schools and our work to support pupils and parents with disabilities is in line with this legislation.

What do we mean by disability?

The definition within the DDA is “a physical or mental impairment which has a substantial and long-term adverse effect on *his* ability to carry out normal day-to-day activities.”

- ‘Physical impairment’ includes sensory impairment
- ‘Mental impairment’ includes learning difficulties and mental impairments
- resulting from or consisting of a mental illness or disorder
- ‘Substantial’ means ‘more than minor or trivial’
- ‘Long-term’ means at least 12 months

A pupil may have a very visible disability but the definition includes pupils with dyslexia, communication difficulties, diabetes or epilepsy, pupils who are incontinent, or who have a progressive condition or a severe disfigurement.

Not every child with SEN will have a disability. Not every child with a disability will have SEN. For this reason we would expect some children with disabilities to be included in our G&T register

What does the school do for children with disabilities?

We welcome pupils with disabilities and are proactively working towards offering a supportive environment to children with disabilities by making reasonable adjustments to facilitate access to the curriculum. The Disability Equality Scheme/Accessibility Plan can be accessed on request to the Head Teacher.

Through the plan and in line with the requirements of the DDA we aim to:

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

What can parents do to help?

Parents can:

- Ensure we know all there is to know about their child’s disability and how their needs can be met in school
- Make sure their child attends every day unless they are really unwell
- Attend meetings that are arranged
- Support their child to take part in all aspects of school life
- Let us know if there is a particular concern that may have any impact on their child while at school

Who else can help?

Please see the list of sources in Appendix 1.

Guidance for Pupils with English as an Additional Language

What does the school do to help pupils who are new to the English language?

We understand that children new to English may need an extended 'silent period' during which they will be listening and developing their understanding of English. Verbal responses may be slow in coming and care should be taken not to dent confidence by insistence on it.

We take care to provide support and practice when new vocabulary, especially subject based and technical vocabulary, is being introduced.

Children for whom English is an additional language work within groups of children who provide good role models of English speaking whenever possible. Low ability grouping and isolated teaching are not appropriate. We ensure that EAL children are not ability grouped using only language based criteria.

We offer parents of new arrivals in school an appointment in order to exchange information about the child's languages and the school's policy on language teaching. The office will fax this information to the EMA Centre.

Wherever possible, teaching makes use of visual resources and contextual clues, repetition, clear explanations and instructions and carefully structured activities to support EAL learners. The school continuously builds its resource bank of dual-language texts, ICT, audio tapes, dictionaries and visual materials.

What can parents do to help?

Parents can:

- Make sure their child attends every day unless they are really unwell
- Attend meetings that are arranged
- Support their child with their homework and read regularly
- Let us know if there is a particular concern that may have any impact on their child while at school
- Go to your local health centre if you have any concerns about your child's health

Guidance for Gifted and Talented Pupils

What does Gifted and Talented mean?

We use a generally accepted definition³, as follows:

Gifted (Very High Achievers)

A gifted pupil is one who **excels** academically in one or more subjects, such as English, maths or science.

Talented

A talented pupil is one who **excels** in practical skills, such as sport, leadership, artistic performance.

All gifted and talented pupils are capable of high performance and in comparison with their peers they tend to:

- show a passion for particular subjects and seek to pursue them
- have a wide general knowledge
- learn quickly within their particular subject area(s) and transfer this easily to solve new problems or situations
- use more learning strategies than others
- quite often prefer verbal to written activities
- make connections with past and present learning
- work at a level beyond what is expected for their years, often communicating better with older children / adults than with their own age group
- have strong views and opinions
- be unusually innovative
- be logical
- be musical, artistic or excel at sport

These children's needs are generally met in the classroom, although they require differentiated educational programmes. Some may require provision outside of what school offers if they are to achieve their full potential and we try to signpost pupils to what is available.

What does the school do to provide for Gifted and Talented pupils?

We recognise that every child has talents and abilities. However, some are clearly more able than the vast majority of their peers. We have a register of pupils identified by their teachers as being gifted and / or talented. These are the highest attaining pupils in each year group. There is an expectation that our Gifted (Very high achievers) and Talented Register will comprise of at least 10% of our school cohort.

We will tell parents at the termly parents' evening if their child is on our register. We recognise that the process of identification is continuous and sometimes a child does not stay on the register, as pupil's abilities in relation to their peers will change. Equally, the pupils we identify as gifted and / or talented are not necessarily going to be recognised as such if they transfer to another school, as our 'top 10%' will be different from another school. What matters most is that each child is well-provided for, irrespective of ability.

³ DCSF (May 2008) Effective provision for gifted and talented children in primary education

Thorough regular assessment, teachers plan for each child's next steps in learning matching teaching to pupils' abilities. They also develop other skills that go with being more able, such as higher order thinking, enquiry, creativity and leadership.

Our extended school provision provides opportunities for sport, dance and art. We also participate in activities beyond the school, such as visits, which challenge pupils to think and work in different ways.

What can parents do to help?

Parents can:

- Encourage their child in the areas in which they are gifted or talented, e.g. through visits (including to the library) and playing games that encourage high levels of thinking (like chess)
- Encourage their children to have a broad and balanced interest in all subjects
- Be proud and have high expectations for them into the future – our gifted and talented young people are the world's future leaders BUT talents need to be looked after
- Attend meetings that are arranged
- Let us know if there is a particular concern that may have any impact on their child while at school

Is there any other help available?

We recommend the following website, <http://ygt.dfe.gov.uk/> where there is a parents' area, as well as dedicated areas for pupils to support learning. The website has lots of links to more information.

There are city-wide opportunities for talented young sportsmen and women to which we signpost pupils identified as having a high level of ability. However, some of these may require parents' dedication in order to help children to access what is available.