



## Inclusion Report 2018-2019

This information report should be read in conjunction with the school's SEN&D Policy, which was approved by the Full Governing Body on 6<sup>th</sup> February 2019, and other policies, procedures and plans referred to therein.

### Ditton Infant School's Inclusion Ethos

At Ditton Infant School we strive to offer all our pupils the very best opportunities to grow and develop skills for life, to make progress and realise their full potential. We recognise that some pupils have barriers to learning, so we seek to identify these quickly and deliver personalised and targeted intervention to enable children to overcome them. Whilst the responsibility for planning, teaching and assessing the attainment and progress of all children (including those with SEN&D) rests with the class teacher, all staff address inclusion daily and support the teachers in making appropriate provision. We set aspirational targets for all children and, where necessary, aim for accelerated progress to close the attainment gap.

### Inclusive Practice

To ensure inclusive practice, the following are important in our school:

- An emphasis on 'Quality First Teaching' (QFT) is maintained across the school. The key characteristics of QFT may be summarised as <sup>(1)</sup>:

<sup>1</sup> From Department for Children, Schools and Families (2008) *Personalised learning - a practical guide*

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Routine monitoring of teaching and learning ensures that QFT is securely embedded in practice and any deficits are addressed promptly by SLT or subject leaders.

- Teachers document both group and individual support given to any pupils in the class on a class provision map. It is laid down in our SEN&D policy that this should be reviewed termly (6 times a year) to ensure that the support given is established promptly and has maximum impact in facilitating progress. Parents

are kept informed of the provision made for their children through an Interventions Record.

- Partnership with parents is important. We acknowledge that parents know their child best and we listen and understand when they express concerns about their child's learning and development. We also observe and listen to children who may raise concerns themselves. Parents are notified both personally face to face and in writing when the SEN&D status of their child changes.
- There are two categories of SEN&D Status identified in the SEN&D Code of Practice. Some children are described as needing **SEN Support**, which is a process of identifying and meeting their SEN&D needs. A few children, who have more complex needs or experience significant barriers to learning, are given an **Education, Health and Care Plan (EHCP)**. An EHCP is a legal document describing the child's special educational needs, the support they need and the desired outcomes identified for them. At Ditton Infant School the SEN&D Status profile is as follows:

	% of pupils needing SEN Support	% of pupils with an EHCP	Total %
Year R	12.2	N/A	12.2
Year 1	6.8	5.1	11.9
Year 2	9.6	1.9*	11.5
Total % for school population	9.4	2.5	11.9
Total % for national population	11.7	2.9	14.6

- Children with SEN&D have a support plan which documents the QFT strategies that benefit the child and the 1:1 and/or group support they receive, the purpose of which is to facilitate expected or accelerated progress. The additional support given to a child is carefully planned with clear intent. Our SEN&D Policy includes a menu of interventions that may be used. Although the format for all support plans is similar, for children categorised as needing **SEN Support** the plan is called a **Personalised Plan** and for children with an **EHCP** it is called a **Provision Plan**. During this academic year at Ditton Infant School we have tightened the targets recorded on these documents so they are **SMART** - Specific, Measurable, Achievable, Realistic and Timed. This means that interventions have very clear aims and makes the review of progress towards them easier. It also gives more detailed information about SEN&D provision to all those involved with the child, including parents and outside agencies. We are pleased that these developments help us to demonstrate the **intent** of the provision we make, how this will be **implemented** and the **impact** it has on pupil progress.
- All children's attainment and progress in reading, writing and maths is assessed and measured at least 4 times a year: a baseline assessment is recorded at the

start of the academic year and progress is measured against this baseline at the end of term 2, 4 and 6. The *SEN&D Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between rate of progress
- Widening the attainment gap

Overall pupils with SEN&D have been supported to make some very pleasing progress. For others progress has been slower; where this is the case, careful scrutiny of provision and outcomes has taken place, both when the Personalised or Provision Plan is reviewed and at the Pupil Progress Review Meetings which have taken place 3 times during the year. In some cases other circumstances such as poor attendance or social issues have been identified as hindering progress and these are then addressed as directly as possible. In other situations more investigation of the child's needs has been undertaken. Mrs Campbell has supported Mrs Coles to begin to develop knowledge and skills in conducting and interpreting the results of diagnostic assessment and planning provision targeted at the specific identified needs. As appropriate further advice has been sought from the multi-professional Local Inclusion Forum Team (LIFT) and detailed diagnostic assessment and close liaison with parents has led to a successful application for statutory assessment. At pupil progress review meetings, class teachers are held accountable by the Senior Leadership Team for the academic progress of each pupil in their class and detailed analysis of the progress and attainment of other vulnerable groups is undertaken. The children's wellbeing and social development is also discussed. The implementation of interventions is reviewed to ensure that provision is having maximum impact and future practice is informed. Where progress does not meet or exceed the expected standard, appropriate actions are identified. This may include introducing a new targeted intervention, changing existing provision, undertaking diagnostic assessment or seeking advice or assessment by an outside agency. Parents are kept informed about all actions identified.

- The wellbeing and involvement of all children is tracked three times a year using the Leuven Scales. Pupils with SEMH difficulties may also be assessed using the Boxall Profile.
- Annual reviews have taken place for all our pupils with an EHCP. Feedback from parents has been consistently positive, with indications that they have all been able to engage fully with the review process. All children with EHCPs have made progress towards the end of key stage targets set, but in one case progress in reading, writing and maths slowed, so further advice was sought from the multi-professional Local Inclusion Forum Team (LIFT). The Local Authority have

changed the paperwork and procedures during this year, which has refined the process and been well received by the Inclusion Team.

### Inclusion Team

The Inclusion Team works across the school to support staff, parents and pupils with any aspect of inclusive practice. Since September 2018, it has been made up of Mrs Campbell, whose position as Inclusion Manager includes the duties of SENCO, and Mrs Coles (Inclusion Assistant). Until she left her post our Wellbeing TA, Mrs Savoury, was also part of the team. This 'Team' model has worked very well and it is planned that Mrs Fermor, the specialist Speech and Language TA, will join it to develop her role across the school in the new academic year.

### Training and Resourcing

Our most valuable resource at Ditton Infant School is our very competent and dedicated staff team. We are committed to investing in Continuous Professional Development (CPD) for them in order that we can make the best possible provision for our pupils. During the year staff have benefitted from the following opportunities:

- Safeguarding
- Early Bird Plus - a National Autistic Society course attended by Mrs Coles
- Echo reading for TAs
- Forest School inspired training for all staff
- SEN diagnostic assessment - mentoring approach for Mrs Coles through Cognition and Learning Surgery and working alongside Mrs Campbell
- Cued Articulation for YrR staff/SALT TA
- Dyslexia Awareness - Mrs Coles
- TAs and 1 teacher visited Brookfield Juniors to observe a Better Reading Partnership session
- Colourful Semantics - YrR staff
- Anxiety and bereavement with Malling collaboration - All teachers and some TAs

We have continued to receive support from agencies beyond the school for particular children during this year, which has been very beneficial in making targeted provision. This has included:

- Specialist Teaching Service
- Speech and Language Therapists
- Local Inclusion Forum Team (LIFT)
- Early Help

Ditton Infant School has a range of quality resources to promote inclusive practice, so this academic year the funds allocated for SEN&D have been used for assessment resources. The Infant and Junior schools now have:

- Wide Range Intelligence Test
- British Picture Vocabulary Scale 3 - a test of receptive language
- Cognitive Profiling System - for the early identification of Dyslexia
- Speech Link - for assessing speech sound production
- Language Link - for assessing
- Phonological Assessment Battery - a test of phonic skills
- Boxall Profile Online - an assessment tool for social, emotional and behavioural difficulties

We will be ordering further resources ready for the new academic year:

- York Assessment of Reading for Comprehension
- Test of Auditory Processing Skills (TAPS-4)
- Test of Visual Perceptual Skills (TVPS-4)
- New sensory circuit equipment
- Fiddle toys to aid concentration
- Handwriting aids
- Stile Tray - independent learning resources

### **Transition**

The majority of our children move on to Ditton CofE Junior School. For those children transition support has been ongoing in terms 5 and 6 with pupils making visits to the Junior School and close liaison, information sharing and team teaching between year 2 and year 3 teachers during term 6. A few children are moving on to other schools and key information is being shared with their destination schools.

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