



Abbots Langley School

Excellence, learning, knowledge and skills

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Inclusion Policy

This policy will be reviewed in full by the Governing Body on an annual basis.

Introduction

At Abbots Langley School we have a very strong inclusive ethos that values every child as an individual. We reject a pedagogical approach that relies on ability labelling and ranking. We have an expectation that every member of staff will encourage children to make choices and that at no time will a ceiling of opportunity prevent children from surprising us.

Inclusion Team

The role of the inclusion team is an important one and is currently carried out by Rebecca Negrello, Vicky Carrack, Liz Salt and Karen Crawley. Their role is to liaise with children, staff and parents over the preparation and review of SEN provision, as well as the provision for our Pupil Premium children. They contribute to planning and organisation of intervention strategies. The team also monitor the quality of educational experience that all children are offered.

Special Educational Needs Register

Children who have a statement of special educational needs will automatically be included on the SEN register. Our admissions criteria state that children who have a statement of special educational needs, or an EHCP, applying for a school place will have their application reviewed by the Admissions Committee. A statement of educational needs, or EHCP, that names our school will lead to the offer of a place unless that year group is already full.

‘Gifted and Talented’

Children who make exceptional progress or who demonstrate high achievement in any area of the curriculum (or wider learning) will be closely monitored in order that they are provided with challenge. However, the term ‘gifted and talented’ is not one that we will use with the children or parents. Research has shown (Dweck 2006) that the label of gifted and talented often leads to a fixed mindset that restricts further development. We are currently looking



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into research regarding growth mindsets and mastery learning, to encourage a love of learning and a resilience that is essential for great accomplishment.

Monitoring of progress

The progress of all children in the school is monitored closely. A balance of observational, summative and formative assessment data as well as child conferencing are used to determine progress. Termly meetings between the teacher and senior leaders take place to review progress in each cohort.

Focus Children

At Abbots Langley School we have a list of focus children in each year group who are not on the special educational needs register but are individuals who we are monitoring closely. Monitoring may be taking place for social and emotional reasons or because some areas of assessment show that results are temporarily lower than anticipated.

SEN Review Meetings

SEN Review Meetings are organised by the Vicky Carrack and involve meetings with the child, parent, teacher, and SENCO (Vicky Carrack) to review progress. The focus of these meetings is to evaluate existing targets and decide on ways forward to support the child's learning.

Intervention Groups

It is our policy to offer and explain intervention strategies and groups to children. We respect the child's right to decline to work in this way and through child conferencing will seek to offer support which the child finds acceptable and helpful.

Family support

Support for vulnerable families is co-ordinated by our Pastoral Team. Dionne Whiting and Tracy Livingstone work with our children and families, to try and offer support with any issues or difficulties. They are able to work with the children at school, as well as being able to visit the home and support parents. The Pastoral Team are also able to direct families to resources, training and external support.



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Inclusion Governor

It is our policy to have a named governor to work alongside the Inclusion Team and Headteacher to ensure that our inclusion policy is a reality in practice. Jo Fewster works closely with the team, making sure that she visits on a regular basis, as well as being involved in the process of reporting back to the full Governing body.

Due for review: Autumn 2018