Inclusion - Special Educational Needs and Disabilities /Higher Attainers Policy

Document Control Page

Revision History

Date	Type of change	Initials	Purpose of Revision
September 2022	Minor	KA	Minor change to terminology/quotes
September 2023	Minor	KA	Change of governor, take some wording out on MAT.
September 2024	Minor	KA	Change of governor.
September 2024	Moderate	KA	Adding subheading Hatch Warren Infant School aims. Rewording of paragraph.
September 2024	Moderate	KA	SEND children, medical and attendance
September 2024	Minor	KA	High attainers percentage changed from 10% to 5%. Rewording to identify that we are a mainstream school.
September 2025	Minor	KA	Change of SEN Governor
September 2026	Minor	KA	Minor updates

Headteacher signature: 
Chair of FGB Committee signature:

Date approved by FGB Committee: September 2026

Date to be reviewed by Governing Body: September 2027

We are an inclusive school, aiming to meet the needs of children in our area.

Special Educational Needs and Disabilities
Our SENDCOs/Inclusion Managers are Sue Boorman and Katie Allsopp.
Hannah Roberts is the SEND / Inclusion governor.

Definition of Special Educational Needs
The Code of Practice (2014) defines special educational needs as a learning difficulty which calls for special educational provision to be made. It identifies a child as having a learning difficulty if he or she:

'has a significantly greater difficulty in learning than the majority of others of the same age,'

or

'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Hatch Warren Infant School visions
Hatch Warren Infant School aims to providing an appropriate and high quality education to all pupils within the constraints of a mainstream infant school. We believe that all our children, including those identified as having Special Educational Needs (SEND), are entitled to a broad and balanced academic and social curriculum, which is accessible enables them to be fully included in all aspects of school life.

All children have the right to an education which is appropriate to their needs. As a mainstream infant school we aim to provide learning experiences that are differentiated to take account of the needs and attainments of each pupil, while understand the needs of other in the class. In doing this, we aim to try and remove barriers or make reasonable changes to aid learning in order to enable the progress of each child within a mainstream classroom.

We aim to
- record the commitment of the Governors, Headteacher, Class Teacher, SEND coordinator, to the Code of Practice (DfE 2014), the Disability and Equality Act 2010, Every Child Matters , United Nations Convention of the Rights of the Child, the Education Act 1996 (updated), the SEND and Disability Act 2001, The Special Educational Needs and Disability Review (Ofsted) 2010 and the Green Paper 2022.
- note that the school Admissions Policy applies to all children and we will support SEND children to the best of our ability while being mindful of the constraints of a mainstream school.
- record the commitment of the governors, Headteacher, class teachers, SEND coordinators to ensure that effective provision is made for children with SEND.
- set out the general areas of responsibilities including the role of the SEND coordinators.

- detail the arrangements for identifying, monitoring and recording the children's SEND and the necessary appropriate action to be taken;
- ensure that parents, governors and the LA are kept informed of the school curriculum and approaches to SEND as required;
- reiterate the right of every child with SEND to access a curriculumbe included into the whole school approach with full access to the National Curriculum (revised 2013) as set out in our school policies;
- note that the SEND policy will be reviewed annually and will reflect changing needs in school as well as changes in LA or Government policy.

Our objectives are

- to identify and assess children with special needs as early as possible and to build on the practice of the Early Years Providers
- to plan work which includes appropriate content, so that individuals progress. The children will be given opportunities to evaluate their learning and be involved in setting future targets.
- to ensure that all staff are aware of and carry out their responsibilities towards children with Special Education Needs
- to provide a staged approach in order to make provision for each child's needs
- to develop a partnership with parents so that their knowledge views and experience can assist us in assessing and providing for their child
- to take into account the ascertainable wishes of the pupils in order to provide more effectively for them.
- to ensure effective collaboration with the Local Authority Children's Services and external agencies, in order to ensure effective action on behalf of children with SEND.

SEND children, medical and attendance

Hatch Warren Infant School are understanding that SEN children can come with addition health needs and medical appointments. We will work with families as stated in "School attendance guidance" (2023, page 42) that "schools should consider the individual needs of pupils and families". However, we aim that all children are in school as close to 100% of the time as possible, to enable the child to thrive at school and not miss learning opportunities.

As a school, we do look at the needs of the individual SEND child when it comes to attendance however, in line with the school attendance policy and the Education Act 1996. The Education Act 1996 states that,

"parents must ensure that their children of compulsory school age receive appropriate full-time education according to their age, ability and aptitude. Ordinarily this involves ensuring children attend school regularly and punctually."

Higher Attainers

At Hatch Warren Infant School we believe there is no limit to aspiration and attainment for any pupil. We recognise that all pupils are individuals with their own strengths and areas that need support. We strive to provide a secure and challenging environment that stimulates the development of all pupils, ensuring that children are given opportunities to achieve success. We recognise that some pupils may possess exceptional skills or talents in one or more area. These pupils must be identified, challenged and supported in order to ensure their individual needs are met, within and beyond the curriculum. The aim of this policy is to provide guidance as to how we meet the needs of high attaining children, in keeping with our ethos of providing high quality learning experiences.

Definition

We use the term, 'most able and talented' (MAT) in line with the LA guidance, it indicates that every school will have its own able children within any cohort. Most able and talented pupils include those who:

- have specific academic aptitude and affinity for any curriculum area, subject or aspect of a subject
- either show evidence of high attainment across a wide range of subjects, or demonstrate high levels of attainment across a range of subjects or aspects of their work in comparison to their peers
- demonstrate specific ability in music, PE and the creative arts
- maybe particularly creative in other areas of their learning
- maybe outstanding leaders or team members, or possess outstanding interpersonal or intrapersonal skills
- maybe underachieving - their potential for high attainment may be masked by other factors and not be immediately recognised

We aim to

- Provide stimulating learning experiences for all pupils, encourage independence and interdependence and support pupils in taking initiative;
- Provide opportunities for pupils to work at higher cognitive levels and use more advanced thinking skills independently;
- Provide pupils with opportunities to develop specific skills and talents;
- Encourage children to reflect on the process of their own learning and to understand the factors that help them to make progress;
- Foster the development of well-rounded and balanced individuals, both intellectually and socially;
- Raise expectations and aspirations for all pupils;
- Promote an ethos in which success and achievement across a range of skills and intelligences is recognised and celebrated throughout the school
- Raise achievement of all children by providing enjoyable, exciting and challenging experiences in a stimulating and supportive environment
- Identify the MAT pupils across the school
- Meet the particular educational, social and personal needs of MAT pupils
- Develop effective partnerships between school, parents, outside agencies and the wider community

- To monitor and evaluate the procedures which have been established as a result of the implementation of this policy

Principles

High attaining children will be identified as those who are capable of exceedingly high or exceptional talent in one or more area:

- Academic
- Sporting ability
- Musical talent
- Dramatic talent
- Creativity and artistic talent

We estimate that around 5% of the school population will be classed as high attaining, with around 1-5% of these being classed as exceptional.

Identification

We recognise the need to identify high attaining pupils and appreciate that a register will be kept of those who meet the criteria. A range of identification evidence will be used:

- Staff recommendations
- Information from parents and carers
- Levels attained within subjects when compared to their peers

We recognise that not all high attaining pupils will achieve consistently, and this needs to be addressed. Disaffection and underachievement can also happen with potentially high attaining pupils, and in school we need to ensure that all of our pupils are motivated to achieve. Through target setting and working with all teachers, we will try to ensure that high attaining pupils who are underachieving are well motivated and encouraged to realise their potential.