



Inclusion Information

September 2018-19



At Delce Academy, we strive to support **all** children to enable them to achieve their potential at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The **Inclusions Team** is led by **Ms Michelle Portundo (SENCO)** and consists of a Specialist Dyslexia Teacher, Home School Support Worker an Art Therapist, Inclusions Officers and EBD Officers.

Ms Michelle Portundo (SENCO)



As the Senco I am responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

I also liaise with staff to monitor the pupil's progress and plan further support where progress is slower than expected.

I regularly have contact with a wide range of external agencies that are able to give more specialised advice. All requests for information from paediatricians, speech and language therapists etc. are completed by myself in consultation with class teachers. We hand deliver all these reports to ensure that they are received in good time.

Other SENCO responsibilities can be seen in the new Special Educational Needs Code of Practice.

If you have any concerns regarding SEN matters do not hesitate to contact me.

Mrs Jane Mason

(HSSW- Home School Support Workers)



I am the Home School Support Worker (HSSW) Team at Delce Academy, the children know me as Jane.

I aim to provide links between school staff, families, pupils and external services in a supportive, friendly and professional manner to enrich school and home life for our children and families.

I endeavour to help children reach their full potential by helping overcome barriers to learning, be that working on friendship difficulties, attendance, or self-esteem problems, through to family worries such as bereavement and relationship changes.

I am here at Delce to help and support all children and families. Please feel free to contact me with any concerns you may have.

1. How does Delce Academy know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school
- there is lack of progress
- poor test scores
- there is a change in the pupil's behaviour
- a pupil asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher or Ms Portundo (SENCO)

2. How will I know how Delce Academy supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher in class.
- If a pupil has needs related to more specific areas of their education, then the pupil may be placed in a small focus group. The length of time of the intervention will vary according to need. The support will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These support will be recorded on the pupil's provision map, a copy of which will be sent home each term. If you have any queries related to the support please do not hesitate to contact the class teacher or SENCO.
- Occasionally a pupil may need more expert support from an outside agency. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Delce Academy are responsible for entrusting a named person, Mr Steve Mitchell, to monitor Safeguarding and Child protection procedures.

3. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Pupil Learning Conferences.
- Your child's class teacher will be in the playground at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- Every pupil is given a diary in which messages can be exchanged between adults working with your child in school and yourself.

5. How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through messages in the school diary or at Learning Conferences.
- Ms Portundo (SENCO) or a member of the teaching team, may meet with you to discuss how to support your child.
- HSSW may meet with you
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.
- Parent/carer workshops and coffee mornings are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by Ms Portundo in consultation with parents/carers. These are discussed with all staff who is involved with the pupil.
- All staff receives annual EpiPen training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.

6. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

7. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- A toilet adapted for disabled users.
- Wide doors in some parts of the building.

8. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised by any professional on completion of an assessment further support or resources may be allocated to your child.
- Individual Pupil Premium payments are used to support that pupil's learning.

9. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- Your child's year group Pastoral Lead
Ms Portundo - SENCO
- Mrs Jane Mason- HSSW
- Mrs Hannah Chandler – Early Years Phase Lead
Ms Kate Kogut – Lower School Phase Lead
Mrs Lucy Anderson – Upper School Phase Lead
- Mr Frost/Mrs Webb – Co-Headteachers

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

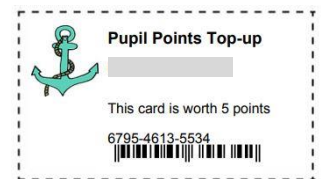
Rewards



Our emphasis in our behaviour management is on using rewards to reinforce good behaviour. We recognise that most children respond better if they receive praise more frequently than correction. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is verbal praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Recognition of achievement in learning or behaviour can also be rewarded by

- House points
- Merit awards
- Stickers
- Postcards home



Pupil Reward Points

You may see your child with pupil reward points like this one.

Each child is issued with a unique log in:
Username: y3 full name and surname eg **joebloggs**
Username: Y4-6 initial and surname eg **jbloggs**

Log into: www.pupilrewardpoints.co.uk

It lets us have lots of fun and we get to spend our points on treats we like.
Year 4

Reward points give me something to aim for.
Year 3

What do the children think?

I like this website because you can make new friends, choose rewards and check your points
Year 5

I can get amazing stuff on here, its really brilliant.
Year 6

Rewards include:
Tea and cakes
Stationery
House lunch
Print Room assistant
Glider
and more...

www.pupilrewardpoints.co.uk

The infographic also shows a 'Points Top-up' card, a 'CINEMA TICKET', a 'Glider', a 'ROMANS' book, a 'HOUSE' book, a 'LUNCH' book, a 'Print Room Assistant' book, and a 'Tea and Cakes' book.

Early Years Pyramid

Inappropriate choices - classroom behaviour



We have a behaviour pyramid to support the children in understanding there are consequences for inappropriate learning or behaviour choices at Delce Academy. This outlines a consequence for different levels of behaviour. If a child is placed on the pyramid level 4 or above parents are informed.

Lower and Upper School Pyramid

Sanctions for inappropriate classroom behaviour



* Allows learning to continue (only applicable during lesson time)