



TITLE OF POLICY	Individual Needs Policy 2016 - 2017
COVERAGE	WHOLE SCHOOL
PERSON RESPONSIBLE	Individual Needs Team (Deputy Head Primary (KS2); Deputy Head Secondary); Inclusion Manager
CONTRIBUTORS	Individual Needs Team (Gary Webster, Cordelia Cripps, Owen Gleeson), IN Support Staff
DATE OF RATIFICATION	September 2016
DATE FOR REVIEW	September 2017

1. Rationale:

At ICS we aim to provide an inclusive education to all students regardless of individual need. All children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. Some children will need additional support in order to achieve their true potential and where appropriate, may benefit from external support.

2. Aims:

- To provide a rigorous and inclusive approach to learning for all.
- To make reasonable adjustments for those with an individual need (IN) by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with IN engage in the activities of the school alongside pupils who do not have IN.
- To reduce barriers to progress by embedding the principles of the class provision map or Individual Educational Plan (IEP).
- To request, monitor and respond to parent/ carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.

3. We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, at admissions stage or as a result of a concern being raised, indicates gap in knowledge/ skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the areas of need.
- A pupil asks for help.

Each class teacher, subject teacher and form tutor will compile a [provision map](#) for the students in their care. These maps will be reviewed regularly (every 6 weeks) to ensure they are current and that they reflect the needs of the group.

Where it is identified that students are working within the parameters of Waves 2-5, a [referral](#) to the Inclusion Panel is necessary. All referrals will then be reviewed, a member of the

panel will meet with the class teacher, parent and support team and next steps will be drawn up. In the case of students needing support at Wave 3 or above, an [IEP](#) will be created.

5. Approach to Provision:

At ICS, provision is afforded to students according to need, in the areas of [Special Educational Needs & Disability](#) (SEND), [Able, Gifted & Talented](#) (AGT), [Wellbeing](#) and [English as an Additional Language](#) (EAL). Levels of support and intervention are given in [Waves](#).

WAVE	SEND	AGT	Wellbeing	EAL
1	Students on Wave 1 will be monitored through observation by teaching staff and LSAs. Differentiation with the lesson will specifically address the needs of the students. Students do not receive support outside of mainstream lessons.	Teachers will provide additional work for the student within the classroom in order to stretch and challenge. Homework tasks will be set specifically for the student. Students may be asked to participate in the teaching of lessons with the class.	Form Tutors and pastoral leaders will be notified of any child who is experiencing well-being issues. Form Tutor will maintain contact with the parents as necessary.	Students are supported entirely within their mainstream lessons by their subject teachers. Students do not receive additional LSA/EAL support outside of the mainstream classroom. Teachers will address the needs of the student through differentiation.
2	Students receive LSA support for 20% of their timetabled lessons. Support is entirely within mainstream lessons and teachers differentiate to meet the needs of the student.	Additional mentoring will be provided by the primary class teacher or the subject teacher in secondary of those subjects in which the student is gifted or extremely able. Students will be encouraged to independently participate in development opportunities both within the classroom and outside..	Pastoral Leaders will provide specific advice and guidance to the students' form tutor and subject teachers. Pastoral Leaders will maintain contact with the parents.	Students may receive LSA support within their subject lessons. This will usually be in subjects other than English. The IN team will work with the teachers to identify needs of the student and to ensure that the needs are being met.
3	Students receive LSA support for 40% of their timetable targeted to core subjects. Students can be withdrawn a Language option to receive additional support.	Students will be encouraged to participate in 'challenge' events such as MUN, World Scholars' Cup and a range of school-organised challenge activities. A range of agencies with higher education opportunities in line with the students' abilities. Students may be invited to lead the teaching for other students in another year group in a subject area that the student is gifted in.	Students for whom there is an ongoing well-being issue. Parents would usually be invited to discuss the pastoral care of the student. SLT would be involved at this stage to ensure wellbeing of the student. There may be a possible recommendation to parents for external agencies to support the student.	Students will usually be withdrawn from their minor MFL option in order to receive subject-focused EAL support in order to enable students to access the curriculum. Teachers will work closely with the IN team to ensure that the language needs of students are being addressed.

4	Students receive LSA support for 60% of their timetable. Students may be withdrawn from MFL and other subjects in order to support their needs.	Students will be expected to attend lessons in a higher year-group in subjects for which they have been identified as gifted and/or talented in addition to those opportunities listed in waves 1-3. Early entry for examination would be considered. Students will be given opportunities to participate in world-level challenges and events.	Student would be receiving support from outside agencies who would liaise with the relevant Pastoral Leader and member the SLT. All staff would be informed of the issue, and all teachers of the student would be provided with specific guidance recommended by outside agencies in order to support and monitor the student.	Students will receive in-class EAL support across the curriculum as directed by the student's needs. Students will be withdrawn from their MFL option(s) at Key Stage 3. Students in Key Stage 4 may not take the full range of options in order to receive EAL support outside of their subject lessons.
5	Students receive LSA support for 100% of their timetable. Students may attend some mainstream lessons but would be the majority of their curriculum time would be with 1-to-1 support. All students on Wave 5 would have specialist intervention.		A student who is in imminent danger of harming themselves or others. Parents would be requested to remove the student from the school to receive professional care. A medical professional would be required to clear the student to return to school.	