

Policy for Learning difficulties and disabilities and Inclusion



“Affording every child full access to a broad, balanced and relevant education.”

Revised: December 2008

Nelmes Primary School Policy for Learning Difficulties and Disabilities and Inclusion

Rationale:

Nelmes Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having learning difficulties and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Nelmes Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with learning difficulties
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial

factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Nelmes Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Nelmes Primary School sees the inclusion of children identified as having learning difficulties and disabilities as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion manager and the school governor with responsibility for inclusion and learning difficulties and disabilities.

The Inclusion manager and Governor with responsibility for LDD are named in appendix A.

Objectives

1. To ensure the SEN Code of Practice, the Disability Equality Scheme, the Equal Opportunities Statement, the Disability Discrimination Act and other relevant guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with learning difficulties and disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum (except where disapplication arising from a statement occurs) through differentiated planning by class teachers, Inclusion manager, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having LDD at **School Action** or **School Action Plus**.
6. To ensure that pupils with LDD are perceived positively by all members of the school community, and that LDD and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The Inclusion manager will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. At other times, the Inclusion manager will be alerted to newly arising concerns through the 'cause for concern' form.
3. The Inclusion manager will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The Inclusion manager monitors planning for LDD and supports class teachers with curriculum planning.
7. The Inclusion manager, together with the Headteacher and inclusion governor, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. LDD support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the Inclusion manager and by trained learning support assistants (LSAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the Inclusion manager, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
9. Support staff, class teachers, Inclusion manager and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no special educational needs classes or groups at Nelmes Primary School, but we do provide specialized interventions for some categories of Learning difficulties and disabilities

A full-time Assistant Learning Mentor (ALM) has responsibility for supporting children with Speech, Language and Communication Needs (SLCN) on an individual basis where these children are following a speech and language therapy program. She also works with all children, across the school, who have English as an Additional Language (EAL)

Two part-time ALM's, work with individuals and groups, where specific interventions for language development are needed.

The ALM's are named in Appendix B.

Allocation of Resources to and amongst Pupils

Each term we map our provision to show how we allocate resources to each child and calculate the cost of the whole of our LDD provision.

Data for the Provision maps is downloaded from SIMS in order to ensure that it is current, before specific provision is plotted for the term.

Provision maps are available from the Inclusion manager, from Spring term 2008 up to and including the last completed term.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- ❖ The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- ❖ The school's system includes reference to information provided by:

\$	On-entry assessment results and the Foundation Stage Profile
\$	Progress measured against the objectives in the National Literacy and Numeracy Strategies
\$	National Curriculum descriptors for the end of a key stage
\$	Progress measured against the P level descriptors
\$	Standardised screening and assessment tools
\$	Observations of behavioural, emotional and social development
\$	An existing Statement of SEN assessment
\$	Assessments by a specialist service, such as educational psychology, identifying additional needs
\$	Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion manager and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

Differentiated Curriculum Provision

In order to make progress, some children may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- | | |
|----|---|
| \$ | Closes the attainment gap between the child and their peers |
| \$ | Prevents the attainment gap from growing wider |
| \$ | Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers |
| \$ | Matches or betters the child's previous rate of progress |
| \$ | Ensures full access to the curriculum |
| \$ | Demonstrates an improvement in self-help or social or personal skills |
| \$ | Demonstrates an improvement in the child's behaviour |

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be applicable where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the Inclusion manager**.

A child receiving support at **School Action** has a recorded termly provision on the provision mapping system.

Monitoring will be carried out on a weekly basis, by all those involved with the child. Significant achievements and difficulties will be recorded. The Inclusion manager will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Provisions will be reviewed each term, although some pupils may need more frequent reviews. The Inclusion manager will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion manager and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs in some or all of the following areas:

- \$ Continues to make little or no progress in the areas of concern
- \$ Continues working at National Curriculum levels substantially below that expected of children of the same age
- \$ Continues to have difficulty in developing literacy and numeracy skills
- \$ Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- \$ Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- \$ Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Where this is the case, a decision may be made to change the provision to the **School Action Plus** level.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. LBH SEN funded children will always have provision at School Action Plus or higher.

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LEA, where an Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the Inclusion manager, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- ❖ The Inclusion manager attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- ❖ Meeting LDD needs and Inclusion issues are targeted each year through the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- ❖ In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion manager.
- ❖ All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- ❖ Support staff are encouraged to extend their own professional development and the management team will ensure that suitable training is sourced, where this is appropriate.
- ❖ The inclusion Governor has access to training and development opportunities through the school and through the Governor Support Service for Havering.

The use made of teachers and facilities from outside the school, including support services

- ❖ The Educational Psychologist visits the school regularly, following discussion with the Inclusion manager as to the purpose of each visit.
- ❖ The LEA Learning Support Service (LSS) visits the school to provide specific information, share resources and provide in-service training.
- ❖ Advisory teachers from the LSS Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.
- ❖ The Inclusion manager liaises, as needed, with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Social Communication Service

5. Speech Therapy
6. Physiotherapy
7. Occupational Health
8. Behaviour Support Service

❖ Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- ❖ Staff and parents/carers will work together to support pupils identified as having additional needs.
- ❖ Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion manager will attend this meeting if the school or the parent thinks this is appropriate.
- ❖ We make sure that all parents/carers are given information about 'Parents-in-Partnership', which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- ❖ At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- ❖ IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- ❖ Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- ❖ Parents evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- ❖ Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- ❖ Reception staff will contact staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange a further meeting.
- ❖ Class teachers of children joining from other schools will receive information from the previous school; if there is an LDD issue the Inclusion Manager will telephone to further discuss the child's needs. Children transferring from Nelmes Primary School to new schools will have all relevant records, including details of needs and provisions passed on as soon as possible. The Inclusion Manager will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- ❖ The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Manager, and referrals will be made as appropriate.
- ❖ Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Inclusion Manager if there is a concern they would like discussed. The Common Assessment Framework applies to all new referrals from January 2009
- ❖ There are many voluntary organisations supporting LDD. Details of these may be available from the Inclusion Manager.

Inclusion Principles

- ❖ Staff at Nelmes Primary School value pupils of different abilities and support inclusion.
- ❖ Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- ❖ Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

- ❖ Where appropriate, links with specialist services are made and children are included into mainstream school on a full time basis. Liaison and planning between school and services takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also Disability Equality Scheme)

- ❖ Nelmes Primary School is a single site school, with Key Stage 1 and Key Stage 2 buildings separated by the playground area. The KS2 building is built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main reception or the playground entrance, which has a ramp and is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. Currently there is no disabled access to the upper floor, but this is being considered and in the event of a need arising, classrooms could be changed to accommodate a child with a disability on the ground floor.

There are currently no shower, changing or laundry facilities at the school. There is currently one accessible toilet for children or adults in the administration area.

- ❖ We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, sound enhancing technology, quiet areas).
- ❖ Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- ❖ Details of our plans and targets on improving environmental access are contained in the Accessibility Plan as part of the Disability Equality Scheme.

Arrangements for providing access to learning and the curriculum (see also Disability Equality Scheme)

- ❖ The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programs of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards long term inclusion.)
- ❖ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

- ❖ Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage paired and group work and collaborative learning.
- ❖ Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy that is reviewed as of the date of this policy, will have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- ❖ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording, may also be planned for, where this is appropriate.
- ❖ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- ❖ The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- ❖ Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

Access to Information (see also Disability Equality Scheme)

- ❖ All children requiring information in formats other than print have this provided (e.g. we have a child who uses Braille).
- ❖ We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- ❖ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- ❖ Nelmes Primary School uses a range of formative assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.
- ❖ Details of our plan to improve access to information, with targets, are contained in the school's Accessibility Plan.

Admission arrangements

- ❖ Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

- ❖ There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- ❖ Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- ❖ Prior to starting school, parents/carers of children with a Statement of LDD or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- ❖ The PSHE curriculum includes issues of disability, difference and valuing diversity.
- ❖ The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- ❖ Nelmes Primary School also recognises the importance of increasing awareness of BSL as a language and plans to run sessions on it for the children to learn basic sign.
- ❖ Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimized via the speech link resources.

Terminology, imagery and disability equality

- ❖ The school has had a disability equality INSET day and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- ❖ We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- ❖ We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- ❖ Nelmes Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- ❖ We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- ❖ The staff has on-going training opportunities on issues relating to communication and listening skills.
- ❖ Children's and parents' views are taken into account in the drafting and reviewing of all plans and schemes relating to disability and accessibility.

Working with disabled parents/carers

- ❖ Nelmes Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the Hall that is accessible.
- ❖ When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. The school strives to remain flexible in meeting the needs of parents' as well as their children.

Disability equality and trips or out of school activities

- ❖ Nelmes Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children on an extended outdoor adventure trip each year, and will provide additional support for individual children as required.
- ❖ All children are welcome at our afterschool activities.

Evaluating the success of the School's LDD and Inclusion Policy

- ❖ Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
 - A reduction in behaviour incidents and exclusions

- ❖ We report progress against these targets to the governing body, who in turn report to parents/carers through the School Profile. This Profile is updated annually and also includes the details of how the school is meeting the needs of individual pupils.

- ❖ Each term, the Inclusion manager will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

- ❖ Actions on Inclusion and the Accessibility Plan are included in the Annual School Improvement Plan. Clear, measurable targets are set and progress towards these targets is reviewed by the inclusion manager, head teacher and governors at regular intervals throughout the year.

- ❖ The Inclusion manager will meet with the Inclusion governor to discuss Inclusion and current LDD concerns. The Inclusion governor will lead governor monitoring of the LDD and inclusion policy through sampling, observations and other procedures to be agreed annually.

- ❖ Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets is reported to governors in each termly head teacher's report.

- ❖ Whole school monitoring and evaluation procedures will include sampling of work, observations and pupil interviews. Outcomes pertinent to LDD provision and planning will be taken forward by the whole staff and used to build upon successful practice.

- ❖ The school assessment and feedback policy provides guidance on the procedures for formative and summative assessment, as well as target setting and monitoring. Targets are tracked and LDD provision is linked directly to progress. Targets are designed to meet the needs of each individual learner and targets for children with learning difficulties and disabilities will always be SMART (specific, measurable, attainable, relevant and timed) and challenging.
- ❖ This policy will be monitored and reviewed annually by the school leadership team in partnership with the inclusion manager and the governor with responsibility for LDD and inclusion.

Dealing with complaints

- ❖ If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion manager, who will try to resolve the situation.
- ❖ If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- ❖ Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Appendix A(1) Teaching Staff Organisation - January 2009

Name	Management Area	Class
Viv Shooter	Headteacher Child Protection Officer Staff Development School Improvement/Performance	
Brett Neilson	Deputy Headteacher Assessment/Inclusion Manager Resource Management Support Staff Liaison INSET Co-ordinator	
Emma Rowe (maternity leave commences on 8 th March)	Assistant Headteacher Literacy Health and Safety	5Ro
Jan Taylor	TLR 2 (ii) Science/Healthy Schools KS2 Manager	6T
Lucy Hodges	TLR 2 (ii) Numeracy/KS1 Manager	2H
Kathy Rose	TLR 2 (i) Development of Personal and Social Skills/RE and Collective Worship	1R
Candy Todd	TLR 2 (i) Provision for Gifted and Talented Pupils/Design Technology	4T
Vicky Lewington	TLR 2 (i) Foundation Stage	RL
Val Reid	TLR 2 (i) Performing Arts	6R
Laura Elwood	TLR 2 (i) Creative Curriculum	2E
David Rowney	Eco School Co-ordinator	4R
Jean Wynn	Art and Display	1W
Rebecca Kealey	KS1 ICT	RK
Eva Klemp		3K
Christopher Harris	KS2 ICT	3H
Lisa Rance	PE	5Ra
Frances Whymark	In-class support and PPA cover/5Ro from 9 th March	
Charmian Carr	Part time – Tues,Wed,Thurs,Fri	PPA Cover

Appendix A(2) Governors of Nelmes Primary School

As at January 2009

Chair: Mr Roger Weatherley (LEA)

Vice-chair: Mr D Perkins (Community) –ICT

Mrs J Miller (LEA) – Literacy
Mrs I Brennan (LEA)
Mrs K Dickson (Community) –RE
Sgt D Warburton (Community)
Mrs M Jones (Support staff)
Mrs E Rowe (Teacher)
Miss L Hodges (Teacher)
Mrs V Shooter (Headteacher)
Mrs N Kader (Parent)
Mrs S Wyatt (Parent) –LDD + Inclusion
Mrs A Ansari (Parent)
Mrs S Godwin (Parent)
Mrs A Lambert (Parent)
Mrs T Outen (Parent)
Mrs S Hudson (Community) –Maths

School Improvement Partner

Mr Nick Harding (based at HIAS, Scimitar House)

Appendix B Support Staff - January 2009

Site Manager:	Paul Allen	
Finance officer:	Shilpa Parmar	
Admin Assistant:	Debbie Seymour	
School Cook:	Roma Haugh	
Teaching Assistants:	Mandy Spraggon	
	Lisa Fairbrass	Pauline McAllister
	Carole Drew	Sandra Cheshire
	Denise Wheatman	Jayne Ferrier
	Margaret Jones	Diane Oakley
	Debbie Taylor	Amanda Bones
	Pauline Jones	Karen Devan
	Pam Firth	Barbara Ellis
	Lisa Robinson	
Learning Support Assistants:	Rincoo Kambo	Ann Pickering
	Lorna Cooper	Tracey Cottee
	Janice Eady	Jacqui Hayden
	Jacqui Everid	Vicky Johnson
Assistant Learning Mentors	Jaswinder Bains (full time)	
	Karen Devan (part time)	Amanda Bones (part time)
Mid-day Supervisors:	Jackie Everid (Senior Supervisor)	
	Ann Bensusan	Liza Marrod
	Pam Firth	Ann Pickering
	Tracey Cottee	Mandy Spraggon
	Barbara Ellis	
	Angela Evans	
	Kim Kelly	
	Pauline McCarthy	
	Sue Spiteri (Allcock)	
	Jayne Ferrier	
	Gale Trehern	
	Jackie Hayden	
Cleaners:	Rose Wall, Carol (employed by Hamtons contractors)	