



ZÁKLADNÍ ŠKOLA A GYMNÁZIUM LEONARDO DA VINCI ACADEMY & PRESCHOOL

POLICY FOR INCLUSIVE EDUCATION 2021/22

Rationale

Základní škola a Gymnázium Leonardo da Vinci Academy & Preschool (LDVA) aims to support **all** students in becoming effective, independent learners who are able to achieve their full potential and enter their post-school life with the skills and knowledge to succeed in their chosen direction. The school is therefore committed to providing a curriculum which is accessible to all students, differentiated according to their needs. LDVA recognises that some students may exhibit signs that their learning, emotional, behavioural or physical needs are significantly different from the majority of students of the same age at a given time, and therefore may require additional support to help overcome these potential barriers to learning.

This policy outlines the manner in which students with Special Educational Needs and/or Disabilities (SEND), gifted learners (those who have particular academic abilities) and talented learners (those who have particular abilities in the creative arts of P.E.) (combined - G&T) are catered for.

Aims

LDVA is committed to:

1. Ensuring that SEND and G&T needs are taken into account in all school curricula, schemes of work and other school plans;
2. Effectively identifying and meeting the needs of any student who may be SEND or G&T;
3. Ensuring staff are familiar with the Inclusive Education policy and their part in implementing it;
4. Ensuring staff are informed, as appropriate, to the specific needs of students they may work with on a day to day basis and how to best cater for their needs;
5. Ensuring that SEND or G&T students receive the appropriate support and protection afforded to them by the Czech Education Act;
6. Ensuring students are offered appropriate support based on an Education, Health and Care Plan (EHC), as needed;
7. Ensuring EHC's cover arrangements for discipline, school trips and examinations but also highlight the students' strengths and capabilities;
8. Reviewing EHC's on a regular basis - at least twice a year - adjusting them depending on any changes in a student's needs;
9. Ensuring a productive working relationship between teachers, parents and students regarding students' specific needs;
10. Seeking the views of students (and parents) on their aspirations and on the future plans and targets in education and beyond;



11. Providing continuous professional development to all staff on matters concerning SEND and G&T.

Identification of Students with SEND

LDVA recognises the vast spectrum of different SEND needs, and understands that there is no definitive method for identifying students with SEND. Some needs may be highly visible, others subtle. A spectrum of tools should be used to identify and screen students for SEND including, but not limited to:

- During admissions parents should provide information on any potential SEND requirements on their application form. Parents will be asked to discuss these needs with admissions along with any assessment reports or adjustments that may need to be made in order to cater for their child's needs. LDVA does not discriminate against students with SEND, this process is simply to ensure that the student's needs are best met with the resources we have at our disposal prior to joining the school.
- All students undertake baseline testing through GL Education, using the age appropriate CAT 4 test. This is carried out both on an annual basis, and during admissions. These results will be analysed to identify any specific weaknesses that may be indicative of SEND.
- Continuous monitoring of a student's academic progress through examinations and coursework.
- Referrals from teachers.

Procedure for Access to SEND support by teaching staff

In cases where there is no specific information that a student has particular SEND requirements, the following procedure will be used. All interventions are based on an 'Assess/Plan/Do/Review' strategy:

- A teacher makes a referral during prior to the next teaching staff meeting detailing concerns, and interventions that they have attempted to make prior to referral. Referrals will not be progressed without the classroom teacher having tried various interventions already.
- Teachers discuss the student at the next teacher's meeting with all teachers who have had contact with the student to assess whether the concerns are global.

Intervention Process

Intervention 1 – After discussing the student concerned, the teaching team suggest adjustments to teaching and other provisions for class teachers to try. These must be recorded in the meeting minutes and sent to the Principal:

- Possible outcomes
 - Student's needs are managed – no further action needed;



- Teacher is trying intervention but student is still having difficulties – *go to intervention stage 2;*

Intervention 2 – SEND support team performs three informal, random observations to assess student needs, to verify interventions are being carried out by the teacher and the effectiveness of the interventions in place. These must be recorded in the meeting minutes and sent the Principal:

- Possible outcomes
 - Student's needs are managed – no further action needed;
 - A report is written by the SEND support team (in conjunction with the teacher) and sent to the Principal
 - Teacher is supported further to help conduct intervention - *repeat intervention stage 2;*
 - Teacher is trying intervention but student is still having difficulties – *contact parents and go to intervention stage 3;*

Intervention 3 – Coordinating team meets with Principal taking into account the support teams' feedback and views of the student concerned. Parents invited in for a meeting with relevant parties to discuss concerns. As well as school-based actions, ideas for parent support at home - if appropriate - is discussed following this, as well as possibilities for further investigation outside of the school environment. A formal EHC is written with clear targets.

EHC's to be revised twice annually. EHC should be signed by the Principal and parents. Alongside this, students - where appropriate - shall receive a Passport, which gives them ownership and shared responsibility for their particular needs. This should be shared - where appropriate - with class teachers, so all particular needs are understood and fully catered for.

Intervention 4 – Referral to Educational Psychologist (INEP)

- 1 – Principal invites parents in for a meeting to discuss referral process. Student continues to be consulted/informed.
- 2 – If parents agree to referral, documentation is passed to INEP for a formal assessment.
- 3 – School receives recommendations from the INEP and implements them.

Identification of Students who are gifted and/or talented

A gifted child quite likely:

- Has a wide vocabulary, talked early;
- Asks lots of perceptive, insightful questions and learns more quickly than others;
- Has a very retentive memory. Some may have a photographic memory; though it is the ability to use and apply what they learn that marks out the gifted child.
- Is extremely curious and can concentrate for long periods on subjects of interest; may get bored and fidgety when not intellectually challenged;
- Has a wide general knowledge and is curious about, and interested in, the world;
- Enjoys problem-solving, often missing out the intermediate stages in an argument and making original connections;
- Has an unusual and vivid imagination;



- Learned to read at an early age;
- Shows strong feelings and opinions; may have an odd sense of humour;
- Sets high standards and is a perfectionist but loses interest when asked to do more of the same.

LDVA recognises the vast spectrum of different G&T needs, and understands that there is no definitive method for identifying students who are gifted and/or talented. Some needs may be highly visible, others subtle.

Parents are often the best placed people to observe whether their pre-school offspring are developing skills and talents significantly in advance of their years and peers. A spectrum of tools should be used to identify and screen students including, but not limited to:

- During admissions parents should provide information on any potential gifted or talented requirements. Parents will be asked to discuss these needs with admissions along with any assessment reports or adjustments that may need to be made in order to cater for their child's needs. This process is simply to ensure that the student's needs are best met with the resources we have at our disposal prior to joining the school.
- All students undertake baseline testing through GL-Education, using the age appropriate CAT 4 test. This is carried out both on an annual basis, and during admissions. These results will be analyzed to identify any specific strengths that may be indicative of a gifted and/or talented learner.
- Continuous monitoring of a student's academic progress through classwork, examinations and coursework.
- Referrals from teachers.

Roles and Responsibilities for gifted and/or talented learners

The Class Teacher

The teacher in the classroom is at the heart of our school's provision for student with gifted and talented attributes. It is the class teacher's enthusiasm, skills and the quality of the relationships they engender within the class that will largely determine whether such students are able to make the progress of which they are capable.

The SEND support team

The SEND support team have specific responsibility for all aspects of school work with students with gifted and talented attributes. They:

- Support the school and staff in the identification of students, setting appropriate targets and monitoring progress made.
- Keep up to date with information about resources and services and are responsible for sharing this information with colleagues and parents.



- Encourage the development of suitable in-house enrichment opportunities as well as extra-curricular activities.
- Co-ordinate the use of external agencies or people from the community, resources and facilities.
- Facilitate and contribute to staff development and training.
- Ensures that the G&T register is kept up to date.
- Is included in relevant Stage meetings so that appropriate Provision Mapping may be completed.
- Provide appropriate resources.
- Ensures that the policy document is reviewed every two years.

The Principal

The Principal, has overall responsibility for the quality of the educational provision for all student's in the school, including those with gifted and talented attributes.

Organisation

The Edexcel and Czech Curriculums

When planning for gifted and talented students, our school takes advantage of flexibility allowed by the Edexcel and Czech Curriculums. Within the requirement to provide broad and balanced curriculums, we may put emphasis on some subjects or approaches in the curriculums for certain students. Programmes of study set out what the majority of students should be taught by the end of a particular stage. We may decide to concentrate on particular subjects or aspects of the curriculum during a particular term or year. As long as the full programme of study is covered by the end of the key stage, the school can decide the weighting in any particular year.

Transfer and Transition

Good communication between teachers of different Stages and from year to year within a school is essential if suitable provision is to be made for gifted and/or talented learners. The information shared at this point of transfer within and between schools should give details of an individual's;

- preferred learning styles;
- particular strengths and weaknesses;
- work covered;
- targets for future developments.

Much of this information can be shared through discussion as well as documentation.

Written by Justin Kilcullen-Nichols

Effective from 1/9/22

To be revised on 15.09.2022

Date: 15.09.2022

Signature: Mgr. Věra Komárová