

St. John's C of E Primary School

Inclusion Policy

School Policy	Prepared by subject leader S Clemence
School Staff were consulted on this document	Autumn 2023
It was adopted by the Full Governing Body	Autumn 2023
To be reviewed	Autumn 2024

Our Vision

Learn Together • Achieve Together • Celebrate Together
“and let your light shine.” Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring Christian community.

Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

Please read this policy in conjunction with the SEND Information Report

Objectives of the Inclusion Policy

- To ensure the SEND Code of Practice 0-25 years (Jan 2015) is implemented effectively across the school.
- To ensure equality of opportunity for children with special educational needs disabilities and other vulnerable groups.
- To ensure good progress for all pupils by continually monitoring progress, identifying needs as they arise and providing support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, the SENCo/ Inclusion Manager, and support staff as appropriate.
- To ensure that effective interventions are matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded on the SEND Register.
- To ensure that effective interventions are matched to individual needs, in addition to differentiated classroom provision, for any other child identified as needing support, where progress is not being made.
- To ensure that pupils with SEND, or from other vulnerable groups, are perceived positively by all members of the school community, and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.
- 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 life-long learning.
- To involve parents/carers in plans to meet their child’s additional needs at every stage.
- To put the children and their families at the centre of planning and in any decision making that affects them.

1. Responsibility for Co-ordination of Inclusion and SEND and Vulnerable Group Provision

- Head teacher
- SEND Governor / Governing Body
- SENCo
- Class Teacher
- Learning Support Assistants

1.1 Head Teacher

Responsibilities:

- Ensuring that there is suitable provision for vulnerable pupils and pupils with SEND.
- Keeping the Governing Body informed about Inclusion and any changes in statutory requirements for Governors.
- Working in partnership with the SENCo in the school.
- Raising Staff awareness of the need to identify and provide for pupils with SEND and ensuring that policy is carried out in practice.
- Ensuring that the implementation of this policy in the school, is monitored and reported to governors.

1.2 SEND Governor / Governing Body

Responsibilities:

- SEND provision is considered as part of the Strategic School Improvement Plan.
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEND Code of Practice 0-25yrs (January 2015).
- They are informed about SEND issues, so that they can fulfil their responsibilities in regard to SEND provision.
- They set up appropriate staffing and funding arrangements.
- The policy and the quality of SEND provision is regularly monitored.
- Ensure that they appoint a designated SEND Governor, and that appropriate training is given to enable the role.
- Ensure that they report annually on provision for SEND groups as part of any published report to parents.

1.3 SENCo

Responsibilities:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising staff on assessment and strategies to support inclusion.
- Maintaining the school's Inclusion records.
- Helping staff to identify pupils with SEND.
- Assessing and observing pupils with specific barriers to learning.
- Co-ordinating the provision for pupils with SEND and vulnerable groups and the coordination of relevant intervention groups.
- Supporting class teachers in devising strategies to meet children's needs and where necessary drawing up person centred plans in conjunction with the pupil and his/her parents/carers.
- Supporting teachers in setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- Monitoring provision through class observations, work scrutiny and planning to ensure the needs of all vulnerable children are met.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents. Relevant agencies include SEND Inclusion Partners and Engagements Facilitators, Speech and Language Therapy, PNI and Sensory Specialist Teacher Team for Mid Essex, Social Care, counsellors (such as BCCS, CAMHS), Secondary and Pre-schools, Educational Psychologists, as well as members of health such as Paediatric Consultants, Occupational Therapists, Physiotherapists etc.
- To work as the Lead Professional in Multi agency meetings for children with additional needs.
- To organise and run Annual Review person centred meetings for children who have an Education and Health Care Plan.
- To ensure that all relevant information with regards to children on the SEND Register is shared with class teachers.
- Assisting in the monitoring and evaluation of progress of all pupils through the use of school assessment information and by attending Pupil Progress Review Meetings each term to identify children who may need additional differentiation or intervention work.
- Contributing to the in-service training of all staff.
- Line managing the work and deployment of teaching assistants to ensure the needs of all children are met. Providing training and facilitating training with external providers.
- Ensuring that Midday staff are given any necessary information relating to the supervision of pupils at lunchtime.
- Liaising with the SENCos / Inclusion Managers in receiving feeder schools, such as Danbury Pre-School, and or other educational establishments to help provide a smooth transition with other schools.

- To attend local cluster Support Group meetings and to make applications for Exceptional Needs Funding and Statutory Assessment.

1.4 Class Teacher

Responsibilities:

- Class teachers should closely track all children's progress within their class, identifying individuals making little, slow or no progress and address this with a remediation plan. This information should be shared at each pupil progress meeting once every term. It is each teacher's responsibility to provide for pupils with SEND or other vulnerable groups in his/her class, and to be aware that these needs may be present in different learning situations.
- All staff are responsible for helping to meet the pupil's additional needs and for following the school's procedures for identifying, assessing, and making provision to meet those needs.
- The class teacher is responsible for appropriately differentiating their planning to meet the needs of all the pupils in his or her care.
- All pupils identified with SEND on the Register require person-centred planning which will need to be reviewed termly. This plan must be written in conjunction with parents and will be reviewed by the SENCo. The school's One Planning format has recently been revised for greater effectiveness. It is the responsibility of the Class teacher to write these plans with the child and their parents/carers in conjunction with the SENCo and LSA's where appropriate. A copy of the final paperwork must then be filed in the Inclusion File and referred to regularly during planning to ensure progression.
- It is the responsibility of Class Teachers to liaise with Learning Support Assistants to ensure the needs of children are met. LSA's should have access to teacher's planning.
- The Class Teacher should ensure that the SENCo is aware of any changes to any child's needs or circumstances if they are on the SEND Register.
- Class teachers should communicate any concerns with regard to those on the SEND register and should also discuss with the SENCo any proposed changes to the SEND Register when additional needs of other children arise. Pupil progress meetings are an ideal forum for this.
- Class Teachers remain responsible for giving general feedback to parents of pupils with SEND and other additional needs. The SENCo is also available to attend meetings when asked.

1.5 Learning Support Assistants

Responsibilities:

- Be fully aware of this policy and the procedures for identifying, assessing, and making provision for pupils with SEND and other vulnerable groups relevant to their role.
- Provide feedback to teachers about pupils' responses to tasks and strategies in an agreed format.
- Provide sensitive responses to all children, relaying any low-level concerns to the Class Teacher or Headteacher if there are child protection concerns.
- Work with the SENCo and teaching staff to provide relevant interventions to support the children's needs.
- Deliver and monitor the interventions effectively with the support of Class Teachers and the SENCo to ensure our pupils make the best possible progress.
- Attend training where appropriate to provide the highest quality of intervention to ensure good progress for children in their care.

2. Admissions

Pupils with special educational needs and disabilities will be admitted to St John's Church of England Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Code of Practice 0-25 years 2015 and will meet the Code's requirements. The SENCo will use any induction meetings, liaison with pre-schools and information from the Local Authority or SEND Operations to work closely with parents to ascertain whether a child has previously been identified as having special educational needs.

If the school is alerted to the fact that a child may have a difficulty in learning, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum to meet the child's needs.

3. Identification, Assessment and Review

- All new teachers to the school will meet with the SENCo to ensure a consistent approach to pupils with SEND across the school. The SENCo is available to attend meetings in conjunction with Class Teachers and offer guidance on completion of paperwork.
- The 'Ordinarily Available' document available online has a wealth of information and advice, strategies and intervention ideas – this should be accessed by every Teacher.
- Teacher Referral – if a Class Teacher has a particular concern about a child or would simply like some advice, she/he will discuss their concerns with the SENCo.
- There will be a Graduated Approach for children with SEND; utilising the Assess, Plan, Do, Review cycle.
- All teachers need to be aware of the Graduated Response.

3.1

Quality first classroom practice. Teaching is based on clear objectives which stretch and challenge all children. Differentiation for individual pupils is the first step in meeting the needs of pupils with SEND. It is imperative that pupils with SEND have equal opportunities to work with the class teacher as well as learning support assistants.

3.2

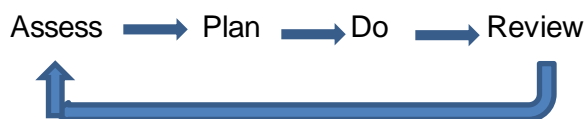
Small group work to enable children to 'catch up.' Some children may still not be able to access the lessons, even with differentiation. These children may work alongside an LSA or Teacher within the lesson or be withdrawn for small booster groups/interventions. These interventions should be specific, and time limited with assessments to evaluate their effectiveness. Interventions at this level will include:

- Additional Mathematics / Mathseeds
- Gym trail for children with either fine or gross motor difficulties
- Teodorescue's Write from the start
- Booster groups for Maths and English or additional spelling programmes
- PPG small support groups/individual work to promote additional progress
- Handwriting Groups
- Comprehension Groups
- Additional reading with an adult or peer
- Precision Teaching
- Social skills groups using A Time to Talk, Socially Speaking, Zones of Regulation materials
- Behaviour management groups – Smart Thinking, Support Group
- Emotional development groups or wellbeing support

Where pupils continue to make significantly less progress than their peers, despite quality first teaching and a range of interventions, the class teacher and the SENCo will assess whether the child has significant and persistent learning difficulties. They will be placed on the SEND register and the Class Teacher will be expected to follow the assess, plan, do, review model of the Graduated Approach.

3.3 The Graduated Approach

This approach will follow the cycle of:



Assess- Assessment is on-going across all aspects of school life. Children all have individual outcomes in order to help them move on in their learning in core areas. Some children will have outcomes to support emotional or social development, or those pertaining to their very specific SEND. The children know what the next steps are in order to progress. Pupil progress meetings are held for all children termly as part of the assessment process.

Plan- We look at any child who needs support in order to enhance progress, usually something different to, or additional to their differentiated curriculum and decide on strategies that can be put in place for support.

Children who need a graduated approach due to SEND will follow the process of person-centred planning. Strategies will be discussed with child and parents and carried out over a set time scale. They will have personalised targets which will document the Graduated Approach and be a profile of their strengths, aspirations, coordinated support and outcomes being sought.

Do- The plan will be put into place and monitored.

Review- The review takes place to assess progress and needs. The specific support or intervention may stop if the desired outcome has been reached, it may continue as it is still appropriate, or may be adapted or changed according to next steps needed.

3.4

Intensive targeted support for individual learners, this may include one-to-one or specialist interventions. All learners receiving support at this level will have a person-centred outcomes plan and if their needs become more complex, this may lead to an Education, Health and Care Plan assessment.

Interventions at this level may include:

- One-to-one maths or literacy work
- Working with the ultimate guide to Phonological awareness
- Precision teaching
- Toe by Toe
- Touch typing
- Sensory therapy
- Speech and language therapy
- Counselling (BCCS)
- Nurture Group
- Art therapy group

If the child still fails to make adequate progress and **meets the criteria for statutory assessment**, then this will be requested from the local authority. Following pupil progress meetings each term, all children who are identified with special educational needs will:

- Have an individual One Plan cowritten with parents and other relevant professionals, detailing what their needs are, giving information about the best strategies for them and setting clear achievable yet aspirational targets;
- Take an active role in assessment and in the development of outcomes;
- Have their views noted and shared with all concerned;
- This, of course, is highly individual and dependent on the needs of individuals. Parents will be invited to reviews along with any other relevant practitioners or specialists.

If a child has an Education and Health Care Plan the school will review progress formally once per year and recommend any changes to the Local Authority.

4. Provision for Inclusion

All Class Teachers plan to meet the needs of all children in their care, through the use of differentiated planning. This planning provides learning opportunities for all children in a variety of ways, depending on the child's needs.

Further classroom-based teaching support may also be available to support the children in a class to be deployed at the discretion of the Class Teacher.

Specialist individual and small intervention group provision is available and deployed at the discretion of the SENCo.

5. Interventions - Small group support

Interventions that are provided at St John's will vary and are flexible according to the needs of the children. Currently we have staff who are trained and able to offer specialist teaching support for aspects of specific learning difficulties such as speech and language therapy, small group literacy support, individual/paired maths support, spelling support, social skills groups to build children's self-esteem, fine motor skill development and well-being therapeutic sessions.

These interventions are carefully targeted for set periods at the end of which progress is reviewed and parents are informed. Further interventions may be planned.

5.1 Interventions from Outside Agencies

Some children require outside agency support. These are likely to be children on the SEND Register who have been identified with SEND or with an EHCP. Specialist support may come into school, or the children may attend specialist units. Examples of this support include Educational Psychologists, Speech and Language Therapists or counsellors. Any Teacher who thinks a child in their class would benefit from more specialist advice please speak to the SENCo.

6. Arrangements for complaints

Should parents/carers be unhappy with any aspect of their child's provision, they should discuss the problem with the Class Teacher in the first instance. (Any Teacher who would prefer to see a specific parent with the SENCo should just ask.) Parents who feel unable to talk to the Teacher, or is who are not satisfied with the Teacher's response, should make an appointment with the SENCo. The SENCo will work with the Teacher and in some cases, Headteacher to amicably resolve any difficulties should they occur. In the event of a formal complaint, parents should refer to the School's Complaints Procedure.

6.1 Arrangements for monitoring and evaluation

The success of the school's Inclusion Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Achievement of targets and Person-centred planning
- Progress in Pupil's work
- Termly Pupil Progress Meetings to discuss Teacher assessments and test results
- Monitoring of classroom practice by the SENCo and Senior Leadership Team

- Analysis of pupil tracking data and test results for individual pupils, for cohorts and after time limited interventions
- Value-added data for pupils on the SEND Register
- The School Development Plan, which is used for planning and monitoring provision in the school
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal.

7. EXTENSION POLICY – Able or accelerated learners

7.1 INTRODUCTION

This policy is a statement of the entitlement of children with high ability at this school. The policy now reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child or accelerated learner.

7.2 AIMS

- To support the abilities, personal qualities and talents of identified children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To compile an Accelerated Learner Register.

7.3 DEFINITION

Children are defined as more able in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- sports.

7.4 Exceptionally able children

These children will be performing well above their chronological age.

7.5 RECOGNITION

Children are continually tested by means of national tests and assessments throughout the school.

In addition the following methods will be used:

- teacher observation and assessment
- background knowledge or information provided by a specialist (e.g. football coach/ music teacher).

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able.

7.6 CLASSWORK

Enrichment/extension work is provided by all Teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work. Differentiation should provide activities

requiring higher order thinking skills. More able children need to be challenged. The role of the Teacher is vital in challenging the thinking of more able children.

7.7 EXTRA-CURRICULAR ACTIVITIES

These are highly valued for the more able child and include:

- Activity days and Master classes. These may be organised by the school and the regional partnerships. Accelerated learner interventions to develop advanced literacy skills.
- 11+ support sessions are also offered by the school.
- The use of specialists e.g. Teachers from secondary schools.
- A broad, creative curriculum, giving children a chance to thrive.

7.8 PARTNERSHIP WITH PARENTS

Parents and teachers will work together for the needs of the more able child.

7.9 SECONDARY TRANSFER

The school will liaise with local secondary schools to provide information on more able pupils.

7.10 CO-ORDINATING AND MONITORING

The following people will support this through regular reviews:

1. Headteacher
2. The SENCo
3. Governor with responsibility for more able children.

7.11 REVIEW AND DEVELOPMENT

Each year the school will draw up a register of able children in each year group. The Senior Leadership Team will keep this list under review.