



## Abbots Farm Junior School Inclusion Policy

***It is the aim of the policy to develop the full potential of individual pupils to prepare them for their roles as adult members of society.***

### **Rationale:**

Abbots Farm Junior School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs, 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.

Abbots Farm Junior School is committed to inclusion. Part of the schools 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, minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are able, gifted and talented (children who are significantly more able than their peers)
- 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;

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 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 Abbots Farm Junior 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. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Team and a link governor.

## **Objectives**

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

- We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.
- We aim to plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning.
- We aim to provide full access to the curriculum\* through differentiated planning by the Special Educational Needs Coordinator (SENCo), class teachers, learning support teacher, and support staff as appropriate. (\*Except where disapplication, arising from an Educational Health Care Plan (EHC plan) occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- We aim to ensure the SEN and Disability Regulations (2014) and relevant Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination
- We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- We aim to enable all 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.
- We aim to involve the children themselves in planning and in any decision making that affects them.
- We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

## **How do we support inclusion?**

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate for the activity and their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

## **Whole school actions support inclusion by:**

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable targets in English and Maths and for all pupils
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the SENCo, teaching assistants, our learning mentor in class or in small groups
- The use of intervention programmes to support pupils with learning difficulties
- The setting of IEP targets for pupils on the SEN register
- The targeting of underachieving pupils and EAL pupils by the EAL lead

- Induction of pupils new to this country
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parents meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff.
- An inclusion team made up of the SENCO, a specialist teacher, learning mentor, designated support staff, class teachers.

### **How will we monitor inclusion?**

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

- Termly review of the curriculum
- Regular tracking of pupil attainment through termly target setting meetings
- Monitoring and assessment schedule
- Termly review of provision management with the Inclusion team, teachers, families and pupils to discuss progress of pupils on SEN support and Educational Health Care Plans (EHC plans).
- Annual reviews of Individual Action Plans for pupils with EHC plans.
- Review of targets in English and Maths
- Lesson observations
- Talking to children and parents
- Teacher assessment
- SAT tests
- Reading and spelling age tests biannually
- Monitoring teacher's plans and children's work

### **Identification of pupils**

Abbots Farm Junior School recognises the significance of early identification of pupils with Special Educational Needs, English as an additional language (EAL) needs or pupils who may be Able, Gifted or Talented (A, G and T) and work closely with other professionals already involved with pupils. The SENCO, class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as either being SEN Support or they have an EHC plan and are on the school's SEN profile. Information relating to pupils with SEND is shared with all staff, including supply teachers.

### **Provision**

#### **1. Differentiated Curriculum Provision**

In order to make progress all children will receive a differentiated curriculum. . The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans. Children are taught in mixed ability groupings and ability groupings. In Abbots Farm Juniors there is an emphasis on a skills based curriculum and meaningful links across the National Curriculum subjects.

#### **2. Provision Management**

Pupils on the SEND profile will be reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the intervention their child will receive on a termly basis and receive a review of their progress at the end of each term. Provision Maps show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

### **3. Educational Health Care Plans**

An education, health and care (EHC) plan is for children who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. All children with an EHC plan will have an Individual Education Plan. Targets will be set and reviewed termly. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child.

### **4. Pupils with EAL**

Pupils with EAL are supported both inside and outside the classroom depending on their English fluency. New arrival children are supported by the EAL teaching assistant and interpreters are used when necessary.

### **5. Able, Gifted and Talented**

Pupils identified as being able, gifted and talented are provided for through a differentiated curriculum. At times during the year they may have a particular focus or be invited to join a club provided by the school or an outside agency/secondary school. Children who are talented have the opportunity to be involved in the enrichment and extra-curricular club programme.

### **6. Resources**

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with EHCPs through submission to LA after specialist advice has been sought.

### **Records:**

The Inclusion team holds and updates SEND, Gifted and Talented and EAL profiles. The class teachers and the Inclusion Team are responsible for the completion of all appropriate paperwork relevant to The Code of Practice. The Inclusion Team is responsible for completing the paperwork required for the annual review of EHC plans. Class teachers and the SENCo are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement. All records are considered to be confidential and are only accessible to concerned professionals and parents. All class teachers have information in their Inclusion files and SEN information is kept in the SENCo's filing cabinet.

### **Children Looked After (CLA)**

Children in public care will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and Children's Social Care. We aim to send a representative to all CLA reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

### **Working with outside agencies**

Abbots Farm Junior School promotes the value of specialist advice and support from a variety of professional and voluntary services. We also welcome and positively promote links with educational bodies that can promote pupils learning and provide enhanced opportunities for our Gifted and Talented learners.

The SENCo liaises frequently with a number of other outside agencies and specialists -

1. Children's Social Care
2. Education Welfare Service
3. School Nurse
4. Occupational Therapy
5. Speech and Language therapists
6. Specific learning difficulties team
7. Visual and hearing impaired team
8. Mental health team
9. LA advisors for SEND, G and T, EAL pupils

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

### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue, the SENCo will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the SENCo will discuss these children with other schools on request.

Year 3 pupil information is shared and discussed as part of the transition. Information is shared with secondary colleagues as part of the year 6-7 transition programme.

### **The governing body**

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting.

### **Equality Act**

The Single Equality Act 2010 (see Policy) makes it unlawful for schools and LA's to discriminate against disabled pupils for a reason relating to their disability without justification. Abbots Farm Junior School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

### **Working with Parents**

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEN Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success. Parents will have the opportunities to meet with their child's class teacher in a formal meeting twice a year.

### **Complaints**

If any parent feels that Abbots Farm Junior School is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy.

### **Staff Development**

The Headteacher and the SENCo will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

**Policy Review**

This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements. In the absence of any such changes the policy will be reviewed on a two yearly cycle.

Agreed by Governors: September 2013

Reviewed by J.Andrews/L.Tate – January 2017

Date of next review: January 2020