



Shinfield St Mary's C of E Junior School

Inclusion Policy Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Document History:

Version	Issue Date	Comments
1.0	October 2011	
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Reviewed	January 2017	Interventions added and reference to mastery.
Reviewed	January 2018	Reference to new Interventions Manager
Reviewed	January 2019	No changes
Reviewed	February 2020	Addition re inclusion in scenarios that compel children to remain at home.
Reviewed	September 2022	Vision and updated interventions
Reviewed	October 2023	
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Next Review October 2026

Aims

- To ensure that all children have access to a high quality education that meets their needs
- To identify each child's specific gift, talents and areas of need, providing a wide range of educational experiences to enable them to fulfil their potential
- To enable all children to participate fully in the learning environment and experiences by providing a curriculum that facilitates the individual development of each pupil
- To ensure the physical environment and school organisation is adapted to the needs of all pupils
- To work closely with parents and external agencies to provide effective additional support to meet the pupil's' needs
- To encourage the participation of pupils in taking responsibility for their learning
- To track and review each pupil's progress

Responsibilities

Governors are responsible for:

- Ensuring the school complies with current legislation
- Appointing an appropriately qualified SENCO
- Maintaining an effective Inclusion Policy which adheres to the Code of Practice (as at September 2014)
- Monitoring inclusion and support for all pupils

The Headteacher is responsible for:

- Promoting high expectations for all children
- Ensuring every child's needs are met and barriers to their learning and well being are planned for
- Developing and delivering an evidence-based pupil premium strategy
- Monitoring classroom practice to ensure all pupils' needs are met
- With the SENCO, monitoring the effectiveness of inclusion programmes and support systems
- Keeping the governors informed of their responsibilities
- Ensuring effective systems are in place to facilitate appropriate information sharing
- Report annually on progress of pupils on SEN register

The SENCO is responsible for:

- Leading a graduated approach to support
- Overseeing and measuring impact of interventions
- Keeping the Headteacher informed of individual pupils' needs
- Involving relevant external agencies
- Overseeing the implementation of support programmes
- Overseeing the analysis of specific learning difficulties
- Ensuring parents are aware of in-school concerns and provision
- Maintaining appropriate evidence and paperwork to adhere to the Code of Practice
- Monitoring the effectiveness of inclusion programmes and support systems.
- Maintaining the SEN Register
- Planning and supporting programmes, strategies and opportunities to enable each child to meet his/her full potential
- Co-ordinating information on relevant contacts and services to share with staff and parents
- Demonstrating the effectiveness of inclusion programmes and support systems

Class Teachers are responsible for:

- Assessing the progress and attainment of all pupils in line with the assessment policy
- Identifying specific gifts, talents and areas of need, ensuring appropriate challenge and support is in place
- Utilising individual children's strengths to support areas for development

- Communicating the above information to the Inclusion Leader and Headteacher at the termly pupil progress meetings
- Liaising with Inclusion Leader regarding concerns
- Meeting all pupils needs within class as fully as possible
- Communicating regularly with parents to ensure a cohesive approach
- Liaising with parents so they are confident and knowledgeable about provision and support
- Monitoring every pupil's progress

Parents are responsible for:

- Reading this policy
- Providing full family, health and medical information to the school
- Up-dating the class teacher or Headteacher regarding changes of family circumstance at the earliest possible opportunity
- Liaising with class teachers to support child's progress
- Raising any concerns with the class teacher

Monitoring

See above responsibilities

Associated Policies and Documents

- Teaching and Learning
- Equality Scheme
- PSHE
- Safeguarding
- Assessment
- The Every Child Matters Agenda 2003
- The SEN Code of Practice Sept 2014

It is important to note that inclusion practices will remain firmly in place whatever the circumstances – for example, for any of the scenarios that may arise in which children are compelled to remain at home. In this case they will be taking part in remote learning, and there will be the same focus on inclusion as usual.

Inclusion Policy In Practice

- If a parent or member of staff has a concern regarding a pupil's progress, well-being or conduct they should raise the issue with the class teacher and copy the information to the SENCO.

Pupil progress meetings

- Each term the class teacher meets with the SENCO and Head Teacher to discuss every pupil.
- These meetings provide an opportunity to consider academic progress, social and peer relationships, general conduct and behaviour or any other aspects which may cause concern.
- The SENCO uses this information to identify priorities and plan the educational interventions and pastoral support programmes for the coming term.
- The SENCO and Headteacher also use this information to identify pupils who would benefit from the involvement of external agencies.
- In all cases parents are contacted to discuss concerns and planned strategies.

First Response Interventions

If high quality teaching provision cannot fully meet the needs of the pupil, the pupil may need to be included in a learning group which scaffolds the in-class learning.

Further Interventions

If the in-class scaffolding provision does not meet the pupils' needs, the Inclusion Leader and Class Teacher arrange to provide for the needs of individuals or small groups of children to address specific areas of need, which may include the delivery of specialised programmes by external agencies.

Examples of this might include:

- Anger Management
- Handwriting Group
- Social Skills Group
- Self esteem Group
- Social Stories
- Speech and Language Therapy (SALT)
- Sentence Structure
- Sensory Circuits
- Specific numeracy interventions
- Phonics interventions
- Daily Reading
- Number Stacks – numeracy
- Nessy spelling programme
- Precision Teaching – spelling / reading / maths
- Nurture Groups
- Auditory / memory games
- Reading Comprehension
- Writing Conferencing
- Individual reading
- Maths 1:1
- Champion Pupils
- Access to SATs / assessments

Able, Gifted and Talented Opportunities

To ensure all pupils are challenged at the appropriate level, we employ a range of in-class strategies. These include:

- Planning tasks for the most able children and scaffolding or adapting tasks for different abilities
- Grouping gifted and talented pupils for some activities and experiences
- Challenge activities co-ordinated with cluster schools
- Inter-school competitions

It is never appropriate to restrict a pupil's progress; every possible effort is made to ensure all pupils are challenged and supported to achieve their full potential and in many cases to achieve mastery in core subject areas.

Agencies available to support:

- Children's Services
- Educational psychologist
- LSS (Learning Support Service)
- SLT (Speech and Language Therapist)
- OT (Occupational Therapist)
- Physiotherapist
- Sensory Consortium
- CAMHS
- EAL (English as an additional language)
- Disabled child team
- EWO (Educational Welfare officer)
- School nurse
- Daisy's Dream (Bereavement and Pre-Bereavement counselling)
- Winston's Wish (Bereavement and Pre-Bereavement counselling)
- Home School Liaison
- Adoption Support
- Family Link worker
- Parent Partnership Service
- Traveller Education Service
- Pupil Premium Officer
- School Improvement Officer
- MHST Mental health support Team
- EWBH- Emotional well-being Hub