



## Shinfield St Mary's C of E Junior School

### Inclusion Policy

#### Mission Statement

Everything we do in our school is driven by our values – those that have been determined by our community as representative of our Church of England School, as well as those that have been identified as quintessentially British by our government – tolerance, democracy, and the rule of law.

We believe everyone is precious in the sight of God and we value the individual gifts brought by each and every member of our community. At Shinfield, we include the following as our most important values, the greatest of which is love: creativity and collaboration, hope and honesty, inclusion and individuality, love and loyalty, determination, respect, enjoyment and nurture. The initial letters of our values spell out the word 'CHILDREN' – and this is what we're about – developing happy, well-educated and well-rounded young people, able to cope with the challenges of life in the global economy in the years to come.

#### Document History:

Version	Issue Date	Comments
1.0	October 2011	
Reviewed	November 14	
Reviewed	November 2015	
Reviewed	October 2016	
Reviewed	January 2017	Interventions added and reference to mastery.
Reviewed	January 2018	Reference to new Interventions Manager
Reviewed	January 2019	No changes

Signature of Headteacher: .....

Date: .....

Signature of Governor: .....

Date: .....

## **Aims**

- To ensure the aims of the 'Every Child Matters' agenda, now referred to as 'Helping Children Achieve More' are fulfilled.
- 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 Inclusion Leader
- 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:

- Ensuring every child's needs are met as fully as possible
- Monitoring classroom practice to ensure all pupils' needs are met
- With Inclusion Leader, 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 Inclusion Leader is responsible for:

- Overseeing and measuring impact of the new role of the Interventions Manager
- 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

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## **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 Inclusion Leader.

### **Pupil progress meetings**

- Each term the Class Teacher meets with the Inclusion Leader 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 Inclusion Leader uses this information to identify priorities and plan the educational interventions and pastoral support programmes for the coming term.
- The Inclusion Leader 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
- Specific numeracy interventions
- Catch-Up – reading
- Catch-Up – 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 with older pupils for some activities and experiences
- Challenge activities co-ordinated with cluster schools
- Inter-school competitions
- Secondary school teachers working with Year 6 pupils for Numeracy

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:

- 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)
- Home School Liaison
- Adoption Support
- Family Link worker
- Parent Partnership Service
- Traveller Education Service
- Pupil Premium Officer
- School Improvement Officer

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