



# Holtsmere End Junior School

## Inclusion Policy

**Summer 2022**

**Review: Summer 2023**

### **AIMS AND ENTITLEMENT**

At Holtsmere End Junior School we are committed to inclusive education and believe in excellence for all pupils. This school believes that each pupil has individual and unique needs. A proportion of pupils in our school have special educational needs. Many of these pupils may require targeted support throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum.

### **MANAGEMENT & CO-ORDINATION**

The Governing Body, in co-operation with the Headteacher:

- Establishes the appropriate staffing and funding arrangements and maintains general oversight of the school's provision for children with special educational needs.
- Reports to the parents annually on the school's policy on Inclusion.
- Are involved in monitoring policy and practice as part of the School Effectiveness Committee.
- The named Governor for Inclusion is Judy Bayliss

### **The Headteacher:**

- Has overall responsibility for the management of Inclusion.
- Has responsibility for the allocation of the budget for Inclusion/Personalised Learning.
- Keeps the *Governors* fully informed about Inclusion issues and practice at Holtsmere End Junior School.
- Works closely with the school's Head for inclusion

### **The Head for Inclusion (SenCo) is responsible for:**

- Helping teachers to identify and assess, plan and review children who may have Additional Needs.
- Overseeing provision for children with additional needs.
- Advising teachers and giving strategies to identify and support vulnerable pupils.
- Directing and guiding specialist TA's in consultation with class teachers and monitoring the effectiveness of their support.
- Liaising with parents of children with Additional Needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA.
- Arranging and carrying out annual reviews of pupils with an Education, Health and Care Plan or statement.
- Meeting regularly with the Headteacher and Inclusion Governor.

### **The Class Teacher:**

- Is responsible for the SEN pupils in their class.
- Identifies children in their class with Additional Needs.
- Informs parents if their child receives additional support.
- Plans and differentiates work according to the children's needs.
- Liaises closely with the Head for Inclusion, TA's and specialist staff.
- Is responsible for linking interventions to classroom teaching and assessing impact.

## **PROCESSES**

We believe high quality teaching, differentiation for individual pupils is the first step to responding to pupils who have or may have SEN.

The school has procedures in place to regularly review the quality of teaching for all pupils and those at risk of underachievement (see Assessment Policy).

The Head for Inclusion meets termly with class teachers to review and write provision maps. Each child is discussed and the need and level of provision is established.

All children will receive Wave 1 quality first teaching and some will need intervention at Wave 2 and 3 (see local offer).

Where a pupil is identified as having SEN, the SEN support takes form in a four-part cycle known as "the graduated approach".

### ASSESS

In deciding whether to make special educational provision the Teacher and Head for Inclusion gather a range of information within the school, alongside specialist assessments from external agencies, if available, and information from parents/carers

### PLAN

The teacher and the Head for Inclusion agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

### DO

The class teacher remains responsible for support and interventions. The Head for Inclusion supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Support Plans will be written and reviewed three times a year for pupils with more complex needs. Pupils, Parents, Teachers, TA's and Head for Inclusion will be involved.

### REVIEW

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. School will always involve a specialist where a pupil continues to make little or no progress despite evidence-based SEN support delivered by appropriately trained staff.

### AREAS OF NEED

There are 4 broad areas of need in which pupils will be identified (SEND code of practice 2014). Pupils may have needs that cut across all areas and their needs may change over time. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory/and or physical needs

A child will be placed on the Inclusion register using the following codes:

- K = SEN Support • (within school or from outside agencies)
- E = Education, Health and Care Plan

### **Education, Health and Care Plans**

A request for an Education Health and Care Plan will be initiated where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN needs of the pupil, the pupil has not made progress.

The child's needs will be assessed by the Local Authority. If a child is awarded an Education Health and Care Plan it is the school's responsibility to work with outside agencies and LA to provide the right resources to meet the needs of the individual. The EHCP will be reviewed every 12 months.

If it is felt that a child has 'exceptional needs' the Head for Inclusion/Headteacher can request funding for extra support from the LA. This request can be made termly.

### **MONITORING**

Procedures for assessment, recording and reporting can be found in the policy document for Assessment.

The school have a robust system for assessing the progress of individuals with SEN, using information gathered from a range of sources: observations, data analysis, provision mapping reviews, pupil progress meetings.

This information is looked at in the context of a broad picture of the child's strengths and weaknesses and responses to different learning experiences.

The Headteacher and Head for Inclusion will monitor:

- Evidence of differentiation in teacher's plans and children's work.
- Progress of all children with SEND.
- Effectiveness of interventions.

### **PARTNERSHIP WITH PARENTS**

Holtsmere End Junior School actively seeks the involvement of parents in developing and implementing a joint learning approach at home and school.

Parents/Carers are fully consulted in early identification of pupils with special educational needs.

Parents/Carers are invited to be present at review meetings.

Parents/Carers are consulted informally to discuss concerns and formally to review their child's progress in relation to their support and to plan future targets. Learning Review evenings provide an opportunity for face-to-face contact at least two times per year. There are further opportunities to meet with staff, via telephone, email or meetings throughout the school year.

## **TRANSITION**

At Holtsmere End Junior School we recognise that transition can be challenging for pupils with additional needs. We have a transition programme in place between each key stage and year group where needed. Children can attend transition groups and receive a transition pack to take home to support this process. To support transition between Year 6/7 information is shared fully with the next school. Individualised transition programmes are in place and our most vulnerable children receive external support with transition.

## **SPECIAL FACILITIES**

Holtsmere End Junior School is a single storey building with wheelchair access and disabled toilets.

## **COMPLAINTS**

If parents wish they can arrange a meeting with the class teacher or Head for Inclusion any time. There is also a copy of the School Complaints Procedures available in the school office.

## **COLLABORATION WITH OTHER AGENCIES**

At Holtsmere End Juniors we may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We are committed to working in a multi-agency way. We work in partnership with a number of external agencies.

The following documents should be read in conjunction with this policy:

- School Equality Plan
- SEND Policy
- SEND Offer
- Medical Conditions Policy
- Accessibility Plan