



Whitehill Junior School

Inclusion Policy

Date of Issue: May 2023

	Headteacher	Chair of Governors
	Mr Steve Mills	Dr Wendie Ray
Date:	May 2023	May 2023

A new SEN Code of Practice came into force on 1st September 2014 and Whitehill's policy reflects the changes that have taken effect.

Whitehill School is committed to equal opportunities for all, regardless of protected characteristics – including age, disability, ethnicity and race, gender, religion and belief.

Whitehill is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matter. Inclusion refers not only to SEND but to the inclusion of different groups of children:

- **pupils with English as an additional language**
- **pupils from low-income families**
- **highly-skilled pupils**
- **children from any ethnicity**
- **pupils who suffer from illnesses that may affect their access to the curriculum.**

Education Inclusion

In our school we aim to offer excellence and choice to all our pupils whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through identification and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. We respect that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Staff respond to children's needs by

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely, showing sensitivity to the individual's need.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Aims and objectives

The school aims to:

- Help pupils develop their individual personalities, skills and abilities.
- Provide appropriate teaching, which makes learning accessible, challenging and enjoyable.
- Provide equality of educational opportunity.
- Ensure implementation of government and LEA inclusion recommendations
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs, regularly reviewing impact and progress.
- Ensure all pupils can access the curriculum.
- Recognise, value and celebrate pupils' achievements, however small or diverse.

- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all staff, governors and parents in inclusion issues.
- Ensure that our children have a voice in this process.
- Lay the foundations for a successful transition into adulthood, whether into employment, further or higher education or training (SEN Code of Practice 2014)

Definition of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age. (SEN Code of Practice 6.15)

At our school we believe all children have individual needs. All children may have special needs at some time in their lives.

The Code of Practice describes the possible barriers to learning under four broad areas of need and support:

- cognition and learning – moderate learning difficulties, specific learning difficulties
- communication and interaction – speech and language difficulties and autistic spectrum disorders
- social, emotional and mental health
- sensory and/or physical needs

Our Inclusion policy involves the identification and minimising of barriers to learning that may be experienced by any pupil, irrespective of age, ability, gender, ethnicity, language and social background and the maximising of resources.

In addition to this Whitehill School will seek to ensure that the special educational needs of its pupils will be identified, assessed, recorded and met as early as possible and reviewed regularly.

This process will include the recognition of children whose individual needs require an earlier or later key stage provision to enable them to progress and demonstrate achievement to an appropriate level.

Parents, children and support agencies are active participants in the educational process and together with the school will meet the needs of the child as a whole.

SEND Provision

The Code of Practice advocates a graduated response to meeting pupils' needs. This response is based on two principles:

- provision for a child with SEND should match the nature of their needs,
- there should be regular recording of a child's SEND, the action taken and the outcomes.

Our school offers a graduated response to meet a diversity of pupils' needs. Assess, Plan, Do, Review is firmly embedded in our school practice.

Monitoring pupil progress

Pupils' progress is monitored through:

- ongoing observations, assessment and data collection and tracking,
- parental contributions,
- reviewing provisions and strategies currently used as a basis for planning,
- Termly Pupil Progress Meetings, evaluating the provision of additional or different actions made to support the child and recording this on the Provision Map platform.

Progress is the crucial factor in determining the need for additional support and at what level. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour

All classes are mixed ability but class teachers have the flexibility to establish smaller ability groups, within their class or other teaching methods that allow for a more bespoke learning experience. In-class support is available in all year groups, which is supported by TAs. This additional support is sometimes, but not always, targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. The class teacher is just as likely to take this role.

Pupil progress meetings are held 3 times a year and the progress of all children is discussed, and support is planned where appropriate.

Where initial concerns are raised over child's progress or well-being there will be discussion with the class teacher and InCo around the support in class and possible additional strategies or even extra assessments that may help understand the pupil's needs better. The child then becomes a school aware 'focus child' until the next termly review. This information is shared with the adults at school involved in supporting the pupil on the Provision Map platform. They may also go onto the wider "inclusion register"

At the following Pupil Progress Meeting the child is again discussed and progress checked. If it is felt the child is back on track the child continues to be monitored with the rest of the class at the usual termly interval.

If child is felt to not be making sufficient progress and additional support is needed over and above what is classed as normal differentiation, then the child will have targets on an individual Learning Plan (LP). This clarifies to those working with the child what the increased support, often delivered in a group format, will look like and will be shared with parents. The child will then be either on the SEND or Inclusion register and as well as the child's general progress being reviewed termly at the progress meeting, the LP areas will also be specifically reviewed and shared with parents each term. It is likely that a child on a LP will remain on it for several terms in order to see the required progress and during this time, in response to how they are meeting the targets, the teacher may decide they need to be on the SEND register.

At subsequent Pupil Progress Meetings the child's progress will be discussed. If the child is now making good progress and no longer needs additional support via the LP then the child will step back down (and off the SEND register) to termly monitoring.

Some children will have a Pupil Passport. This can be as well as or instead of a Learning Plan (LP) With the help of parent and children's input, this document gives a more rounded, holistic view of the child's needs

and their learning and development and will describe what provision needs to be in place for them to be successful in school on a daily, weekly or occasional basis. Again, the Passport will be shared with parents and can be added to over the year.

In some cases, notably where progress remains slow or a concern, the school may need to seek the support of an outside agency such as the Educational Psychology service or SALT, in order to further clarify the child's need and set appropriate targets for support on future Learning Plans.

At each subsequent progress meeting, decisions will be made around whether a child should be set new targets at their current level whether external advice or training is required or whether the child needs to step up or down the framework.

Where there is a serious shared concern amongst parents and professionals around a child's outcomes despite continued support, an EHCP (Education, Health and Care Plan) may be applied for. This represents the top of the framework and very few children are expected to reach this threshold.

Education, Health and Care Plans

An Education, Health and Care Plan (EHCP) is a legal document, which sets out details of the special needs that a child is considered to have. In addition, the EHC also outlines the special educational provision that a child will receive to meet his/her needs from birth to age 25.

EHCPs are reviewed yearly (or 6 monthly for those younger than 5 years old) with parents, school staff and representatives from the Local Authority. The LA will then decide to maintain, amend or cease the EHCP.

Links with Outside Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists
- Specific Learning Difficulties (SpLD) advisory teacher
- Speech and language therapists
- Behaviour support team
- Other specialist advice services (SAS) such as those for ASD, PNI, VI etc.
- AIO (Attendance Improvement Officer)
- Children's Services
- Intensive Families First Support Service.
- ESTMA (Educational Support Team for Medical Absence)

Coordinating SEND

The Assistant Head – Inclusion (InCo) is responsible for:

- the day- to-day operation of the school's Inclusion policy
- co-ordinating provision for children with SEND
- assessment of progress and monitoring the impact of strategies for children with SEND at forums such as Pupil Progress Meetings.

- Supporting development and target setting on Learning Plans (LPs) and Passports in collaboration with staff.
- liaising with and advising fellow teachers, learning support assistants and teaching assistants
- overseeing the records of all pupils with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority's (LA) support and educational psychology services, Specific Learning Difficulties teachers, AS and other advisory teachers, health and social services and voluntary bodies
- reviewing the Inclusion policy in consultation with the Senior Management Team, staff and Governing Body
- liaising with the Governor with responsibility for SEND
- the SEND budget and the ordering and maintenance of resources
- attending meetings and courses on SEND matters.
- coordinating and liaising with our linked Infant School, Highbury and the local secondary schools, to maximise smooth transition between key stages.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014, 6.36)

The InCo, Mrs McConnell Smith, has 3 days in the school each week for her work.

The office maintain and submit a SEND register termly.

The InCo also maintains an inclusion register on the Provision Map Platform where detailed notes are also kept about pupils.

Resource allocation

The Headteacher and the Governing Body ensure that the budget is allocated to support appropriate provision for all pupils requiring it, and to meet the objectives set out in this policy. Funding for SEND is allocated by LA under the new Devolved Funding Allocation for Predictable SEND.

Local High Needs Funding (LHNF) may be provided by the LA/DSPL to meet exceptional needs that do not regularly occur in schools. This additional funding is applied for through the local DSPL Panel process. DSPL stands for Delivering Special Provision Locally and sits below ISL (Integrated Services for Learning) as a branch of the Local Authority's support of special educational needs support.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duty toward all pupils with special educational needs.

The governing body receive a report at least annually on the developments and success of the school's policy for children with special needs in light of the school's Inclusive approach.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Partnership with parents

At Whitehill the aim is to develop a strong partnership with parents which will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision-making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring them to others for support
- offering access to The Independent Support Service SENDIASS and Herts Direct Additional Needs Database (HAND) as well as the Herts Local Offer (see school website)

Pupil participation

We encourage a positive attitude to learning, an understanding of individual strengths and weaknesses and proactive strategising to enhance learning, in all our pupils.

In our school we encourage children to take responsibility and to make decisions. We recognise the importance of children developing social as well as educational skills. Outside, we use various buddy systems and Circle of Friends to support children where necessary.

Children are involved at an appropriate level in developing and understanding targets for their LPs. We recognise success here as we do in any other aspect of school life.

Transition

All pupils are supported throughout the transition process. Additional support is available for children with SEND e.g. additional liaison with secondary school SENCos/teacher and pupil visits, pupil passports etc.

Transfer Information

In keeping with statutory requirements Common Transfer details are forwarded to receiving schools within 10 days. Liaison occurs with the receiving schools.

The InCo works closely with secondary school colleagues to streamline the transition process.

Complaints Procedure

Complaints are dealt with in line with school procedure. The Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

Evaluating and Monitoring Progress:

The success of the policy, which reflects our practise at Whitehill, is monitored by reference to:

- parental feedback (report response slips, feedback forms, Learning Plan targets and Passport reviews, parent questionnaires)
- success in achieving targets set in LPs and Passports
- evidence of attainment
- monitoring of classroom practice by subject co-ordinators and teacher feedback.
- analysis of test results for individual groups and cohorts
- monitoring of procedures and practice by SEND Governor
- termly update of inclusion information on Provision Map Platform and review of effectiveness or interventions
- SEF
- Termly Pupil Progress Meetings

The school uses Edukey Provision Map and FFT software to help staff track and monitor pupil progress, provisions and interventions.

This policy will be reviewed annually and reflect any school, local or national changes or developments.

Next review: Summer 2024