



Christchurch Junior School

A member of Twynham Learning

Inclusion policy

Last amended 16.01.19 by Simon Adorian, Head

Reviewed and approved by Curriculum Committee 23.01.19

Ratified by Christchurch Junior School LGB 27.03.19

Next review date January 2021

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

INCLUSION POLICY

“Overall, we aim to help our dependent children to grow into independent young people who can be relied upon to respect each other’s strengths and weaknesses”

Purpose

At Christchurch Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. This policy is in line with the Codes of Practice outlined in the SEN and Disability Act (2001), Disability Discrimination Acts (2000, 2005), Race Relations (amendment) Act 2000 and the DfES document Raising Barriers to Achievement (2004).

Principles

Educational inclusion is about equal opportunities for all learners, whatever their age, aptitude, gender, ethnic origin, religious belief, care status, sexuality, attainment or social and economic background. It is also about tackling the underachievement and exclusion of groups who have been marginalized or disadvantaged in the past, through taking positive action and monitoring different groups of learners.

The school adopts six main principles in developing an inclusive curriculum and ensuring that the teaching and learning, achievements, attitudes and well-being of every person matter;

- Setting suitable learning challenges
- Responding to diverse and individual learning needs
- Overcoming potential barriers to learning and assessment
- Promoting equality of access and opportunity for all learners
- Promoting positive attitudes towards all learners
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

This policy is a statement of the arrangements for inclusion at Christchurch Junior School, and aims to make the arrangements for personalised learning specific and to ensure continuity of practice across the school. The success of the action in this policy in meeting these principles is monitored through the Governors’ curriculum committee annually and reported in the annual School Profile and school Self-Evaluation Form.

Planning and Delivery

Lessons and learning opportunities are planned by year teams and adapted by individual teachers to ensure the needs of pupils in their class are met. Planning is developed with the support of subject leaders and advice of the Inclusion leader, SEN Advisory teacher, Speech and Language therapists, Base staff and specialist services, to cover the Programmes of Study for the National Curriculum at Key Stage 2. These are delivered in accordance with the Teaching and Learning guidelines, subject guidelines and Special Educational Needs Codes of Practice. The use of Information Technology and other learning aids are used where advised to ensure access to learning for all.

Assessment and Recording

Achievement is monitored through continuous assessment, as detailed in the assessment, marking and feedback guidelines. Assessment practices should help teachers to identify individual learning needs and to map out appropriate next steps. In addition, results from

termly progress testing of reading, maths and spelling skills also help with the monitoring of achievement. Parents and carers have the opportunity to discuss work in progress and individual achievement through open evenings and parent consultations. The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements, under Sections 364 and 365 of the Education Act 1996. This is only done in exceptional circumstances, as the school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the tasks set, or through the provision of additional learning resources and teaching assistant support. Furthermore, to remove barriers from learning, we make arrangements to ensure pupils can access the SATs.

Teaching assistants (TAs)

The role of the TA is outlined in the School's Special Educational Needs policy. Our team of TAs is deployed by the Inclusion Leader on a needs led model which takes into account children's requirements and the advice provided in children's Educational Health Care Plans and Assess Plan Review Tracking documents. Other factors taken into consideration are behavioural, social and emotional needs.

Pastoral Care Worker, Pastoral Care Assistants and Mentors

The role of the Pastoral Care Worker and Assistants is to help children and families with a variety of emotional or social issues including divorce, illness, bereavement, friendship difficulties, low self-esteem all of which may hinder a child's learning. Mentors support pupils on a 1:1 to help with homework, accessing additional learning opportunities and to provide support in motivating a pupil to meet their goals.

Tracking

The Inclusion Leader and teachers track the vulnerable children's progress and monitor targeted support in place. This is completed termly.

The following sections detail how this policy is monitored and the impact for individuals and the different groups of pupils identified by OfSTED. It also outlines the specialist support services who work in partnership with the school to remove barriers to attainment and monitor the progress of these groups.

Pupil Premium

The school liaises with the Local Authority to ensure the effective deployment of the Pupil Premium funding, held by them for Looked After Children (LAC). We have a designated Lead for LAC who supports children and their families and oversees Personal Education Plans (PEPs). The school receives Pupil Premium funding for pupils who have free school meals. The funding, which is aimed at raising the performance of these vulnerable pupils, is deployed effectively and monitored regularly by the Pupil Premium Lead.

Children looked after by the Local Authority

A pupil who is in care (looked after by the Local Authority) is monitored and their progress is reviewed at regular meetings between associated services, which are attended by the Designated Lead for LAC. A Personal Education Plan (PEP) is prepared by the school and agreed with the primary caregiver at six monthly intervals.

Sick children

If a pupil has an ongoing medical condition or illness which affects their attendance or ability to access the curriculum, individual arrangements are made. The family GP monitors their health, and this may be supported within school and with the advice of the School Nursing Service and Community Paediatrician or specialist medical consultant. We also run a GP project where priority for appointments is given to children who have irregular attendance. Currently this is for up to 4 pupils in the school.

Young carers

Pupils who are young carers are given the opportunity to talk to the school's Pastoral Care Worker. If the child would like extra help or support the school may refer the child to Dorset's Young Carers Service who will assess the level of help or need required.

Children from families under stress

Pupils who are deemed to be from families under stress can be referred or self-refer to the school's Pastoral Care Worker. In addition, the school can access further family support through Social Services or the Family Partnership Zone in Somerford.

Gifted or talented learners

School Aim:

"To create a caring community of motivated young learners who develop the confidence, skills, attitudes and qualities to realise their full potential." This clearly includes pupils who display some form of exceptional ability or talent.

Definitions:

Gifted and Talented pupils are those who are achieving or who have the potential to achieve, at a level substantially beyond the rest of their year group at our school.

"Gifted" learners are those who have abilities in one or more academic subjects and will be referred to by our school as "Most Able".

"Talented" learners are those who have exceptional creative abilities in areas such as sport, music, art and design and performing arts.

The school's Most Able and Talented Policy sets out the criteria, identification and provision for such pupils.

Gender

Our aim is to be fully inclusive and to select learning support materials which engage and appeal to learners of all genders. Attainment is monitored by the Assessment Leader, and, should any trends become evident, removal of barriers to participation and achievement is planned and the result of such actions evaluated.

When recruiting staff, Christchurch Junior School welcomes applications regardless of age, gender, ethnicity or religion. The school is committed to the safety and protection of its pupils and all successful candidates have to meet the requirements of the person specification in order to be offered the post and will be subject to a DBS (Disclosure and Barring Service) check.

Learners with Special Educational Needs

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A pupil with a disability is considered to have special educational needs (SEN) if they need any special educational provision made for them that is additional or different from what is normally available in schools in the area. Pupils with special educational needs at Christchurch Junior School are placed on the SEN register in accordance with the guidance in the Dorset LA Funding for Inclusion booklet (2005).

A pupil with identified special educational needs has their needs met in a graduated way, in line with the SEN Codes of Practice 2001 and 2002;

The Graduated Approach:

Differentiation	<p>This is met through Quality First Teaching as defined in the Teachers' Standards</p> <p>The teacher will plan for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child continues to be below age related expectations, they may enter the 'Monitored' register.</p>
Monitored	<p>Monitored pupils could be those that are under achieving but will make progress with some provision in or out of class. They could be children for whom parents and teachers have raised concerns about learning and progress. Children who are currently under investigation for a possible learning barrier. They are entered on to the 'Monitored' registration. They are monitored by the class teacher and the SENDCo termly.</p> <p>Teachers will refer to the list of 'Reasonable Adjustments', ensuring individual learning needs are investigated.</p> <p>A child may receive additional support in class and/or in targeted groups. This will be closely analysed for impact – parents will be notified if their child is receiving additional support.</p> <p>Outside agencies may be consulted and support the school in allocating resources or to investigate possible barriers.</p> <p>Children may be placed on an Assess Plan Review Tracking Document (APRT). This records support and the impact of actions.</p>
School Support	<p>A pupil is identified as having a barrier to learning: this could be a recognised condition such as dyslexia, dyscalculia, ASD, ADHD, processing or memory difficulties. Children may receive additional targeted support and support in lessons.</p> <p>Pupils may receive specialist support: Speech Therapy, Occupational Health, Specialist Teaching and other outside agencies.</p>
Educational, Health Care Plan (formerly Statement)	<p>A child receives specific support document with input by the LA, Educational Psychologist and school. This is reviewed annually through 'Person Centred Reviews' where all professionals and families meet to discuss short- and long- term targets. Often with an EHCP a child may be allocated a lever of banded funding to be used by the school at the allocation of the SENDCo.</p>

Monitored (M)

The triggers for a child to be placed on the Monitored register could be the teacher's or others' concerns, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted towards a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has been identified as Most Able and/or Talented (See Most Able and Talented policy).

School Support (K)

For a child to enter the School Support register, there needs to be evidence of graduated response and assessment of ability. Children will have a recognised barrier to learning and will need to have been assessed by outside agencies eg SENSS, Educational Psychologist, Speech Therapy, Occupational Health, Hearing and Vision Support or Paediatrician.

At School Support external support services, both those provided by the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on targets and accompanying strategies.

For pupils with an Education Health Care Plan, in addition to the termly review of teaching programmes, their needs are outlined in their Education Health Care Plan and progress and support are reviewed annually in a review meeting. The report from this meeting is provided for the Local Authority, and when sufficient progress has been made, the Educational Health Care Plan reverts to support at School Support.

See the School's SEND Policy which sets out the criteria, identification and provision in more detail.

Learners at risk of disaffection and exclusion

Pupils who are at risk of disaffection and exclusion will be offered additional support in school. Advice and support will be offered through the Pastoral Care Worker, Pastoral Support, Mentor. The school may also refer to external services such as the Educational Social Work Attendance Service (ESWAS), LA Behaviour Support Service and Child and Adolescent Mental Health Service (CAMHS).

Persistent poor behaviour or behaviour which endangers the health, safety or welfare of an individual or others is tackled in accordance with the school behaviour policy. Intervention and reactive strategies made for an individual are shown on their Individual Behaviour Plan (IBP). Interventions might include support from outside agencies. The success of the IBP is monitored regularly, and progress shared with parents.

If exclusion becomes necessary, reintegration is supported, in line with LA guidance and the school Behaviour Policy. Usually, a Pastoral Support Plan (PSP) will be agreed with the

pupil and carers. This is reviewed to monitor the impact and effectiveness of the strategies agreed.

Black and minority ethnic and faith groups, travellers, asylum seekers and refugees

Race equality is central to the ethos and core values of Christchurch Junior School. Our pupils are encouraged to celebrate cultural diversity; lessons and worship opportunities promote positive attitudes towards life in a multi-cultural and multi-faith society. To establish and maintain this, we seek to establish a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background. Teachers regularly monitor the attainment and progress of every individual. In addition, anonymised information about the attainment of ethnic groups is analysed by the Assessment Leader.

The school makes use of all available sources including outside support or private consultancy. For individual pupils, this may take the form of discussion with either the class teacher or the Inclusion Leader. For pupils whose home language or first language is other than English, this may also include specific teaching assistant support to acquire and develop English. These sessions take place during the school day, and may involve individual or small group withdrawal for language games and activities.

The school recognises that minority ethnic groups include Gypsy travellers, refugees, asylum-seekers and other less visible minority groups.

In fulfilment of this commitment, Christchurch Junior School recognises the general duty of its Governing Body, under the Race Relations (Amendment) Act 2000:

- (a) to eliminate unlawful racial discrimination; and
- (b) to promote equality of opportunity and good relations between persons of different racial groups.

Dealing with Racist Incidents

The school adopts the definition of a Racist Incident recommended by the report of the Inquiry into the murder of Stephen Lawrence (the Macpherson report), which is also the definition adopted by the Local Authority:

"any incident which is perceived to be racist by the victim or any other person."

The school fulfils its statutory obligation to keep a formal record of all racist incidents and reports on the nature and frequency of any racist incidents annually, in the summer term, to the Governors, including reporting when no such incidents have been recorded during the year.

The school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are no pupils of ethnic minority background.

Each racist incident is regarded as a serious matter. Sanctions for pupils are set out in the school's Behaviour Policy and include the possibility of pupil exclusion. Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate committee of the Governing Body.

The school takes every possible step to support the victims of racial harassment and to establish a climate in which all members of the school community have the confidence to report racist incidents and ensures that all staff receive training in defining and responding to racist incidents.

The following supporting documents are available through the school office and policies are also available on the school website 'Policies' page:-

Personnel involved in ensuring Inclusion at Christchurch Junior School

Racist Incident report form

Nil racist incidents return form

Example APRT document

Example Individual Behaviour Plan (IBP).

Exclusion record form

Disability action plan

Disability Equality Scheme

Accessibility Policy

Accessibility Plan

Most Able and Talented Policy

SEND Policy

Equality Policy

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Inclusion policy
2. Upon whom will this impact?	The Christchurch Junior School Community

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age (N/A to pre-school and school children)			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Curriculum Committee on 23.01.19

Comment by Headteacher: