



**Christchurch Junior School**

A member of Twynham Learning

## Inclusion policy

**Last amended February 2022 by Sam Fuller, Headteacher and  
Esther Curry (SENDCo/Inclusion Leader/Assistant Headteacher)**

**Reviewed by Alison Day and Natasha Gerber, Policy Review  
Governors**

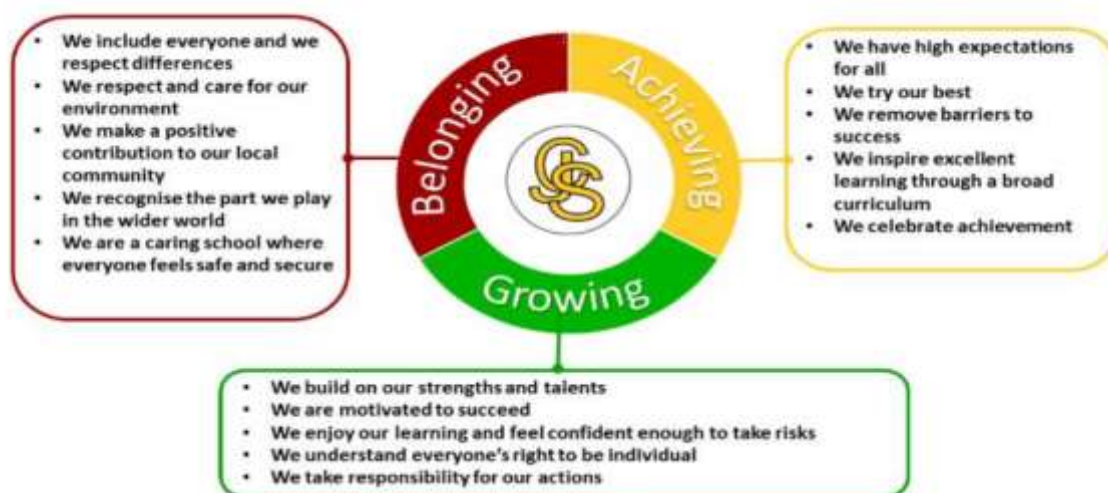
**Ratified by Christchurch Junior School LAB 26.01.2022**

**Next review date January 2023**

*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

At Christchurch Junior School we aim to ensure 'The Best for All - The Best From All' through creating a caring community of motivated learners who develop the confidence, skills, attitudes and qualities to realise their full potential.



We aim to:

- To remove barriers to success (see vision statement above)
- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve parents in a partnership of support.
- Monitor and evaluate children's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEN Code of Practice. Inclusion Statement Through appropriate curricular provision, we respect the fact 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; - May require adaptation to access learning.

"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 (2015), 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 and having high expectations for all
- Responding to diverse and individual learning needs
- Using a range of strategies to support potential barriers to learning and assessment in being overcome
- Promoting equality of access and opportunity for all learners
- Promoting positive attitudes towards all learners
- Providing a wide range of 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 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 recommendations from specialist reports. The use of Information Technology and other learning aids are used where advised to ensure access to learning for all. **We welcome working alongside families to secure the best outcome for every child. We are always prepared to discuss a child's needs throughout the year as we are aware of how important it is to develop strong relationships between home and school, and to collaborate to ensure the best outcome for each child.**

## Assessment and Recording

Achievement is monitored through continuous assessment, as detailed in the assessment, marking and feedback policy. 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 aid 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 but we equally welcome these discussions outside of these times. 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 scaffolding of the tasks set, an understanding of a wide range of needs and strategies to support these, through the provision of additional learning resources. Furthermore, to remove barriers from learning, we make arrangements to ensure pupils access the SATs by applying for access arrangements where applicable.

### **Learning Support Assistants (LSAs)**

Our team of LSAs are deployed by the Inclusion Leader in accordance with Year Leaders on a needs led model which takes into account children's requirements and the provision outlined in a child's Educational Health Care Plan and Individual Pupil Tracker (IPT).

### **Pastoral Care Worker and Pastoral Care Welfare Officer**

The role of the Pastoral Care Worker and Welfare Officer is to help children and families with a variety of emotional or social issues which may include: divorce, illness, bereavement, friendship difficulties, low self-esteem all of which may hinder a child's learning.

### **Tracking**

Year Leaders alongside class teachers and the Inclusion Leader 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 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**

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).

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.

### **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 Guidelines set 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. We keep in mind up to date information relating to gender diversity. 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 and Disability

Pupils have special educational needs and disability 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 SEND register.

A pupil with identified special educational needs has their needs met in a graduated way, in line with the SEN Codes of Practice 2015; this is recorded in the TL SEND policy available on our website.

### The graduated approach at Christchurch Junior School:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Stage 1 - All pupils - Quality First Teaching</b></p> <p>Quality First Teaching is defined in the Teachers' Standards as:<br/>Teachers will:</p> <ul style="list-style-type: none"> <li>- Set high expectations which inspire, motivate and challenge pupils</li> <li>- Promote good progress and outcomes by pupils</li> <li>- Demonstrate good subject and curriculum knowledge</li> <li>- Plan and teach well-structured lessons</li> <li>- Adapt teaching to respond to the strengths and needs of all pupils</li> <li>- Make accurate and productive use of assessment</li> <li>- Manage behaviour effectively to ensure a good and safe learning environment</li> </ul>                                                                                                                                                                                                                   |
| <p><b>Stage 1 – How this looks at Christchurch Junior School</b></p> <ul style="list-style-type: none"> <li>- High expectations for all: <b><i>'The Best for All, The Best From All'</i></b></li> <li>- Planning and resources adapted to children's needs</li> <li>- Range of learning strategies known as 'multisensory learning techniques'</li> <li>- Follow up targeted support if pupils need additional support (known as 'same day intervention')</li> <li>- Small group targeted support</li> <li>- Marking policy highlights the identification of success and next steps to support learning</li> <li>- Pupils accessing books at their level in reading</li> <li>- Strategies are implemented into day-to-day lessons to support specific learning needs</li> <li>- Assessment identifies strengths and weaknesses to be built on or supported</li> <li>- Liaison with parents</li> </ul> |
| <p><b>Stage 2 – Monitored Pupils</b></p> <p>Monitored pupils are those pupils who could be considered as underachieving or are raising concerns that there may be an underlying barrier to learning. They can also be pupils for whom parents have raised concerns about learning progress and development progress.</p> <p>Monitored pupils could benefit from additional provision in or out of classroom. These pupils are entered on to a <b>'Monitored'</b> register. This is so that: further investigation can be sought, awaiting outcomes of referrals or targeted support and/or input from other agencies.</p>                                                                                                                                                                                                                                                                             |

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 through Quality First Teaching:

- **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;

### **Stage 2 – How this looks at Christchurch Junior School**

A child may receive additional support in class and/or in targeted groups. This will be monitored for impact – parents will be notified if their child is receiving additional targeted support. Outside agencies may be consulted and support the school in allocating resources or to investigate possible barriers.

Children may be placed on an Assess Plan Review Tracking Document (APRT). This records support and the impact of actions following the principles of 'Plan Do and Review'. Meetings involving class teacher, SENDCo or pastoral team to discuss the child.

Pupils may be placed on a Team Around the Child (TAC) or Team Around the Family (TAF) – this is where a meeting with school and other outside agencies come together to support the pupil and their family.

### **Stage 3 – School Support**

The SEN Code of Practice identifies a child as having SEN (Special Educational Needs) where ... *'A pupil has SEN 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'*... (P94)

In addition to this a pupil can have an identified '**barrier to learning or diagnosis**'. This could be dyslexia, dyscalculia, ASD, ADHD, processing or memory difficulties.

The triggers for School Support are:

- A pupil receives a diagnosis through the community paediatrician that will impinge on their learning.
- A recognised barrier of need has been identified through diagnostic assessment or through a specialist service such as: Educational Psychologist, Speech and Language, Hearing Vision Support Service or other outside agency.

Special Educational Needs covers four broad areas of need:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not

understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).

- **Social Emotional Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

**Stage 3 – How this looks at Christchurch Junior School**

**School Support (K)**

A pupil may receive additional support in class and/or in targeted groups. This will be monitored for impact – parents will be notified if their child is receiving additional targeted support.

A pupil may receive support through outside agencies such as: Speech Therapy, Occupational Health, Specialist Teaching, Hearing and Vision Support Service, Special Educational Needs Support Service and a range of other outside agencies.

The pupil will be placed on an APRT (Assess, Plan, Review Tracker) this document will outline support in place and targets in line with the 'Plan Do Review' approach. This will enable support in place to be reviewed for impact

**Stage 4 – Educational Health Care Plan (EHCP)**

A child receives an Educational Health Care Plan when evidence shows that their level of need and support is beyond Quality First Teaching and School Support.

An EHCP is a legal document which will follow the pupil through their education up until the age of 25 if required. The document will outline the needs of the pupil, the support in place and outlines the level of funding.



Applications for an EHCP is supported through the 'Plan Do Review' approach and the completion of paperwork demonstrating the level of need and support. Applications are applied for through the Local Authority (LA) SEN Team. Once applications are received the LA SEN Team will decide on whether to place the application for assessment.

Information on the EHCP process can be found here:

[Education Health and Care Plans \(EHCPs\) | BCP FID \(bcpfamilyinformationdirectory.com\)](https://www.bcpfamilyinformationdirectory.com)

The EHCP document will be written in accordance of the Local Authority, Educational Psychologist and school. This document is reviewed annually through a 'Person Centred Review' where all professionals and families meet to discuss short- and long-term targets.

#### **Stage 4 – How this looks at Christchurch Junior School**

EHCP support is individualised to each child and dependent of the provision laid out within the document.

At Christchurch Junior this can look like:

- 1:1 targeted support
- Outside agency involvement
- Personalised timetables
- High level of adult support
- Specialist equipment and accessibility to school building and learning
- High level of structure to the school day
- Personal care support

#### **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 and Welfare Officer. The school may also refer to BCP Inclusion and attendance team. For those pupils who hold an EHCP, school will work alongside the BCP SEN Team. All information is collated in an online system called SAMS.

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. Interventions might include support from outside agencies. The success of the Individual Behaviour Plans is monitored regularly, and progress shared with parents.

If exclusion becomes necessary, reintegration is supported, in line with local authority 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 language. 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 Local Advisory Board, 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 Twynham Learning Joint Governor Panel.

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 guidelines  
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?

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