



The Grove Junior School Inclusion and SEND Policy

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Headteacher: Lorna Urquhart

Co-Chair of Governors: Sheila Smith and Jo Hamilton Watson

Held by: School Improvement Committee

Introduction

At The Grove Junior School, we provide a broad and balanced curriculum for all children. Our planning is appropriate to the needs and abilities of all our children, meeting the specific needs of individuals and groups. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, which encourages and enables each child to reach for the highest level of personal achievement.

We are committed to removing barriers to learning, giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment, disability or background.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of access and opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic groups including travelers, refugees and asylum seekers;
- different faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and or disabilities;
- gifted, talented and more-able children;
- any children who are at risk of disaffection or exclusion;
- all vulnerable groups, including Pupil Premium children and Children Looked After

At The Grove Junior School, we ensure that we offer a broad and balanced curriculum to its fullest potential. We draw upon the school's values of Respect, Responsibility and Resilience, referred to as 'The Three Rs' in all aspects of our curriculum and continually strive for opportunities to make cross-curricular links and to embed SMSC in the 'diet' of learning that we offer to our pupils. When planning, we ensure we meet the specific needs of individuals and groups of children. We do this by paying due regard to the three principles of inclusion:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;

In addition, we are committed to providing a large range of extra-curricular activities to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they are able?
- Are there significant differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, our teachers take into account the abilities and prior attainment of all of their children to ensure the relevance and accessibility of all learning tasks. For some children, this may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

When the attainment of a child falls below the expected level, we ensure that appropriate adaptations are made, enabling the child to succeed by planning work that is in line with their individual needs.

Where the attainment of a child exceeds the expected level of attainment, our teachers plan suitably challenging tasks stage by extending the breadth of work within the area or areas for which the child shows particular aptitude.

When planning, our teachers set high expectations and provide opportunities for all pupils to achieve. We are aware that pupils bring to school different experiences, interests and strengths which influence the way in which they learn. We are committed to ensuring that our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

Our teachers take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing the motivation and concentration of pupils
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting suitable targets for learning
- adapting and using a variety of practical/visual resources

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others whether arising from, for example, race, gender, ability, disability or religious/cultural beliefs;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles;
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed;

- varying subject content and presentation so that this matches the learning needs of the children;
- planning work which builds on the interests and cultural experiences of the children;
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;
- planning and monitoring the pace of work so that all children have a chance to learn effectively and achieve success.

Teachers provide equality of opportunity using approaches that include:

- ensuring that boys and girls have equal access to the same curriculum;
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes;
- taking account of different ethnic groups:
- avoiding any stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment; enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision where necessary, to facilitate access to activities with appropriate support, aids or adaptations and reasonable adjustments.

Teachers use appropriate approaches that:

- Allow for different styles to ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means;
- are familiar to the pupils and for which they have been adequately prepared;
- use materials which are free from discrimination and stereotyping in any form;
- provide clear and unambiguous feedback to pupils to aid further learning

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time;
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

Pupils with Special Educational Needs

The 2015 SEND Code of Practice

The Code of Practice offers guidance designed to help schools to make provision for pupils with special educational needs and/or disabilities.

This policy sets out the model and provision which we will provide, in line with the SEND Code of Practice 2015.

A pupil has special educational needs if she or he has learning difficulties that require special educational provision to be made. A pupil has a learning difficulty if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same

age;

A pupil has a disability if she/he:

- Has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out routine day to day activities;

In our school the Inclusion Coordinator (INCO):

- Manages the day to day operation of the policy;
- Coordinates the provision for and manages the responses to each pupil's needs; this is the *Assess, Plan, Do, Review* cycle;
- Liaises with, supports and advises colleagues;
- Leads and facilitates ongoing training and professional development for all Teaching Assistants and teaching staff;
- Contributes to and manages the records of all pupils with special educational needs;
- Manages the school based assessment and completes the documentation required by outside agencies and the Local Authority;
- Acts as the link with parents and carers of pupils with SEND;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as the link with outside agencies involved in supporting children with SEND;
- Monitors and evaluates the SEND provision and reports to the governing body through the SEND Link Governor;
- Manages a range of resources, human and material, linked to children with SEND.

Class teachers are responsible for:

- Ensuring all pupils with SEND in the classroom are able to access the curriculum and inclusion is maintained, and for providing an appropriately differentiated curriculum. They can draw on the Inclusion Coordinator for advice on assessment and strategies to support inclusion.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- Liaising with and giving feedback to parents/carers of pupils with SEND;
- Liaising with the Inclusion Coordinator to agree targets to ensure progression for the individual and that the learning potential of each individual child is recognised and maximised;
- Monitoring pupils with SEND; tracking their progress towards achieving their full potential in terms of learning and social and emotional development;
- Planning to meet the needs of every child as an individual;
- Liaising with SLT/Inclusion Coordinator if a child is not meeting their potential after provision and interventions have been put in place for a reasonable amount of time;
- Documenting progress towards achieving targets and reviewing individual targets;
- Ensuring provision is matched to a child's individual needs.

Identification of Barriers to learning

The SEND Code of Practice 2015 describes the possible barriers to learning under four broad

areas:

1. **Communication and Interaction** including speech and language difficulties and autistic spectrum disorders
2. **Cognition and Learning** including specific learning difficulties
3. **Social, Emotional, or Mental Health** including ADHD, self-harm
4. **Sensory, medical or physical** including hearing, visual or physical needs

Special Educational Needs Support (SEN Support) – the Inclusion Coordinator takes the lead in gathering information and coordinating the provision within school. This is met fully by school staff, sometimes with the advice and support of external agencies – advisory teachers, speech and language therapists, paediatricians etc.

Education and Health Care Plan – the Local Authority considers the need for a statutory assessment of needs, and may order a multi-disciplinary assessment. This may result in the Local Authority issuing a formal Education and Health Care Plan (EHCP).

Education, Health and Care Plan

If a child or young person has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested jointly by the school and parents/carers. This will occur when the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need and to planning provision and identifying resources, is required.

The decision to make a request for an EHC Plan will be discussed with the parents, Inclusion Coordinator and the class teacher.

The application for an EHC Plan will combine information from a variety of sources, including:

- Parents/ Carers
- Teachers/ Teaching Assistants
- Inclusion Coordinator
- Health Professionals
- Social Care where appropriate
- Other external agencies

Information will be gathered relating to current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel from education, health and social care.

Following statutory assessment, an Education and Health Care Plan may be issued by Hertfordshire County Council, if it is decided that the needs cannot be met by the support and resources ordinarily available. The school and the parents will be fully involved in developing and producing the EHCP.

Once an EHCP has been completed and finalised, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil (where appropriate). The Annual Review process allows for provision to be evaluated and, where appropriate, for changes to

be put into place. The child will attend in order to share their own presentation of their life at school. This helps to give a clear overview to all involved.

For full details of our provisions please see our **SEND Information Report** (Local Offer) on our website.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that pupils:

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

Teachers respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and learning;
- Planning to develop pupils' understanding through the use of all senses and experiences;
- Planning for pupils' full participation in learning, and in physical and practical activities;
- Helping pupils to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, and to take part in learning.

Allocation of Resources

The Inclusion Coordinator is responsible for the operational management of the resourcing for special needs provision within the school, including the provision for children with Education and Health Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support SEND has been used.

The Head Teacher and Inclusion Coordinator work together to agree how to use funds directly related to Education and Health Care Plans (EHCPs) or High Needs Funding. Resource needs are prioritised and planned for by the Inclusion Coordinator.

Assessment

Early identification is vital. The class teacher discusses any concerns with the parents/carers at the earliest opportunity and a way forward is agreed. This is a partnership process. Many pupils transfer to the school already identified as having special educational needs.

The class teacher and Inclusion Coordinator assess and monitor the pupil's progress in line with existing school practices. This follows the Assess, Plan, Do, Review cycle. Parents are fully involved in this process.

The Inclusion Coordinator works closely with teachers to plan an appropriate programme of support/and or intervention.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear objectives, work is adapted appropriately, and assessment is used to inform the next stage of learning.

Pupil Passports are formulated using the Graduated approach of assessing the pupil's need, planning how the need can be met, implementing strategies to support, overcoming the pupil's barrier to learning and then reviewing outcomes. (Assess, Plan, Do, Review or APDR). They feature significantly in the provision that we make in the school. By breaking down learning steps into clear targets, we ensure that pupils' needs are effectively met and that they experience success. A pupil centred approach is taken when writing the Pupil Passports and their views, as well as their parent/ carers views are taken into account so that we are all working together to set targets and identify appropriate provision. All pupils identified as having special educational needs and/ or disabilities, have identified provision.

We support pupils in a manner which acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we maintain the pupil's engagement within the main classroom and learning. There are times when, to maximise learning, we support them outside of the classroom.

Every effort will be made to ensure that all pupils have full access to the curriculum and are fully included in all aspects of school life, including extra- curricular activities.

Partnership with Parents and Carers

Our aim is to work as closely with parents/carers as possible throughout the whole schooling process. At all stages, we keep parents and carers fully informed and involved. We take account of the wishes, feelings and knowledge of families and encourage them to play a fully active part in their child's education.

We have regular (at least termly) meetings with parents to share progress and discuss any concerns. Our Pupil Passports provide clear information about the provision and support for

any child who has special educational needs.

Transition to other schools is planned carefully, and a thorough transition planning meeting takes place. This is individual, and includes the family, for children with complex needs. We have established really close working relationships with our local secondary schools and we ensure that detailed information about needs and successful strategies are shared fully prior to transfer.

Partnerships Beyond School

We work closely, in partnership with all other professionals involved with a particular child. The Inclusion Coordinator works in close partnership with the Special Needs Coordinators of our local schools, in order to share good practice.

Detailed and thorough planning takes place to ensure a smooth and successful transition to secondary school, for all pupils with SEND.

Please see our **SEND Information Report** (Local Offer) on our website for full details of the range of professionals we work alongside.

Monitoring and Evaluation

The Inclusion Coordinator coordinates the provision and movement of pupils within the SEN systems in school.

The Inclusion Coordinator provides staff and governors with information about the impact of the policy on the practice in school. The Head Teacher and Inclusion Coordinator work closely regarding all matters relating to SEN and disability. The Link Governor meets with the Inclusion Coordinator at least termly to discuss new developments in the school.

The Inclusion Coordinator is fully involved in supporting teachers to review and set up Pupil Passports.

The Inclusion Coordinator is fully involved in evaluating the progress of pupils with SEND across the whole school. The Provision Map shows the additional or different provision which is in place for relevant pupils, as well as Quality First Teaching, across the whole school. This Provision Map is adjusted at least half-termly to ensure it meets the aims and objectives set out in Part 2 of this policy.

The Head Teacher and governing body monitor the progress of all pupils, including pupils with SEND, to ensure teachers have high expectations for progress and to review the impact of interventions and support programmes. This is done by analysing attainment and progress data, and through the link governor's liaison with the Inclusion Coordinator.

For further details of SEND provision at The Grove Junior School please refer to our **SEND Information Report** (Local Offer) on our website

Pupils Learning English as an Additional Language

Within our school community there are pupils for whom English is an additional language and as such, have diverse needs in terms of support necessary in English language learning. We welcome and celebrate the diversity of languages spoken at The Grove Junior School. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is undertaken to confirm that no learning difficulties are present.

Teachers take specific action to help pupils who are learning English as an additional language by:

- Providing a talk-rich curriculum;
- developing their spoken and written English;
- ensuring access to the curriculum and to assessment.

Teachers recognise that while some English of EAL learners may be fluent it is still important to develop their curriculum language and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms;
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects;
- providing a variety of reading material (for example, pupils' own work, the media, ICT, literature, reference books) that highlight the different ways English is used, especially those that help pupils to understand society and culture;
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects;
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages;
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT, video or audio materials, dictionaries and translators
- using home or first language, if and when appropriate, and possible

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. 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 adaptation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely¹⁰ with these agencies to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We ensure that we take the experiences and needs of all our children into account when planning for learning to ensure that every child has an equal opportunity to achieve and enjoy full participation in all aspects of school life.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the issue with the Class Teacher, in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's response, should ask to speak to the Inclusion Coordinator, Deputy Headteacher or the Head Teacher.

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy.

The Inclusion Coordinator is **Asma Begum** and is very happy for parents/ carers to contact her direct via phone or email: inco@grovejm.herts.sch.uk

The Link Governor for Special Educational Needs and Disability is **Nicola Coad**.