



Stillness Junior School

Inclusion Policy

1. Introduction

This policy has been informed by:

- *Special Educational Needs code of Practice June 14*
- *The Children and Families Act 2014*

This policy should be read in conjunction with policies for: behaviour, equalities, safeguarding and governors.

This policy supports our statement of aims. It includes children:

- With learning needs
- New to English/UK
- Who are new to our school
- Presenting social, emotional, mental health or behavioural difficulties
- With physical needs or a medical condition
- Who are progressing slowly, or where the rate of progress has declined significantly.
- Pupils on Free School Meals or who are looked after. (Pupil Premium)

2. Aims

To ensure that all children may participate fully in all aspects of school life we aim to ensure the curriculum is accessible by:

- ensuring that children are grouped appropriately
- ensuring that our teaching styles are flexible
- ensuring that assessments used are appropriate and access arrangements utilised
- making all curriculum materials accessible and adapted where necessary
- taking advice from specialists
- using the expertise of parents and pupils
- regularly monitoring and evaluate achievement
- recognising that inclusion can be challenging
- recognising that transition and change can be stressful for some pupils
- recognising that children who don't live with their parents or have a change in family circumstances may need extra support.
- recognising that one in five children will at some time need additional support in school

3. Implementation

- Pupils are admitted to the school using the local authority procedures.
- When a new pupil is admitted, an induction programme is implemented. If they have additional needs, we will liaise with the previous school, parents or carers and any external agencies involved.
- Classteachers assess and monitor progress, arrange interventions within their team and seek advice from the inclusion team as required.
- Three times a year results are formally scrutinised to assess and review pupils' progress and level of need.
- Classteachers identify pupils who might not achieve expected progress through pupil, and identify appropriate interventions in liaison with the Leadership and Inclusion teams.
- The Leadership Team investigate progress of groups of pupils and identify priorities for support.
- Many children may have Pupil Profiles. These are accessible by any member of staff and may be shared with parents. These detail support and advice for the pupil.
- A few children may have Statements of SEN, or Educational, Health and Care Plans. These will be reviewed annually.
- Sometimes children may have a fixed short term intervention program for example: Learning Mentor referral, communication group, Sounds~Write

- In consultation with parents we assess children and make referrals to external agencies e.g. Occupational therapist, Speech and Language therapist. Advice received is shared appropriately and acted upon.
- Medical needs are identified in consultation with parents and the school medical service. A named member of staff is responsible for making the school community aware of these needs.
- The inclusion team reflects on its work, reviews the cost and impact of interventions, and considers the value of the external agencies school may buy in to.

4. SEN (Special Educational Needs)

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of the children of the same age or if they have a disability, including:

- Specific learning difficulties with reading, writing or numeracy.
- Specific learning difficulties with speaking and listening.
- A disability which affects learning
- Social, emotional and mental health difficulties.

5. Roles and Responsibilities

The Inclusion Team work as a team to:

- Raise attainment for all pupils
- Assess pupils and access appropriate support.
- Refer to, liaise with and implement advice from external agencies.
- Removing barriers to learning
- Listen to and liaise with parents
- Support pupils in times of need
- Support pupils with medical needs

All staff

- Familiarise themselves with information provided by the inclusion team, implement advice in consultation with the inclusion team, and deal sensitively with confidential material.
- Keep each other updated with any changes, advice or concerns.
- Liaise with pupils, parents and the wider school community.

The Governing body

- Is responsible for monitoring provision, access to the curriculum and supporting with challenging situations.

The Headteacher

- Will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

Parents and Carers

- Are asked to keep us informed about any relevant issues so that we can work towards resolving them.
- Understand that we will do our best within our means, but not all needs can be overcome, with some it will be finding the best way for us and the child to manage their needs.

Children

- Are asked to tell us what we can do to help them.
- Help us to set them realistic targets

5. Monitoring and Review

Monitoring is the responsibility of all staff, in particular the inclusion manager. This policy is to be reviewed in September 2015 or at the request of Governors.

Inclusion is complex. There will be 'hard cases' which test the limits of our philosophy and practice. These will highlight the paradoxes, inconsistencies and dilemmas that arise in the process of developing inclusive practices. [Paraphrased from O'Brien 2002]

6. Staff

Inclusion Manager and SENco	Anne Neal
SENco	
Learning Mentor	Elayne Gough