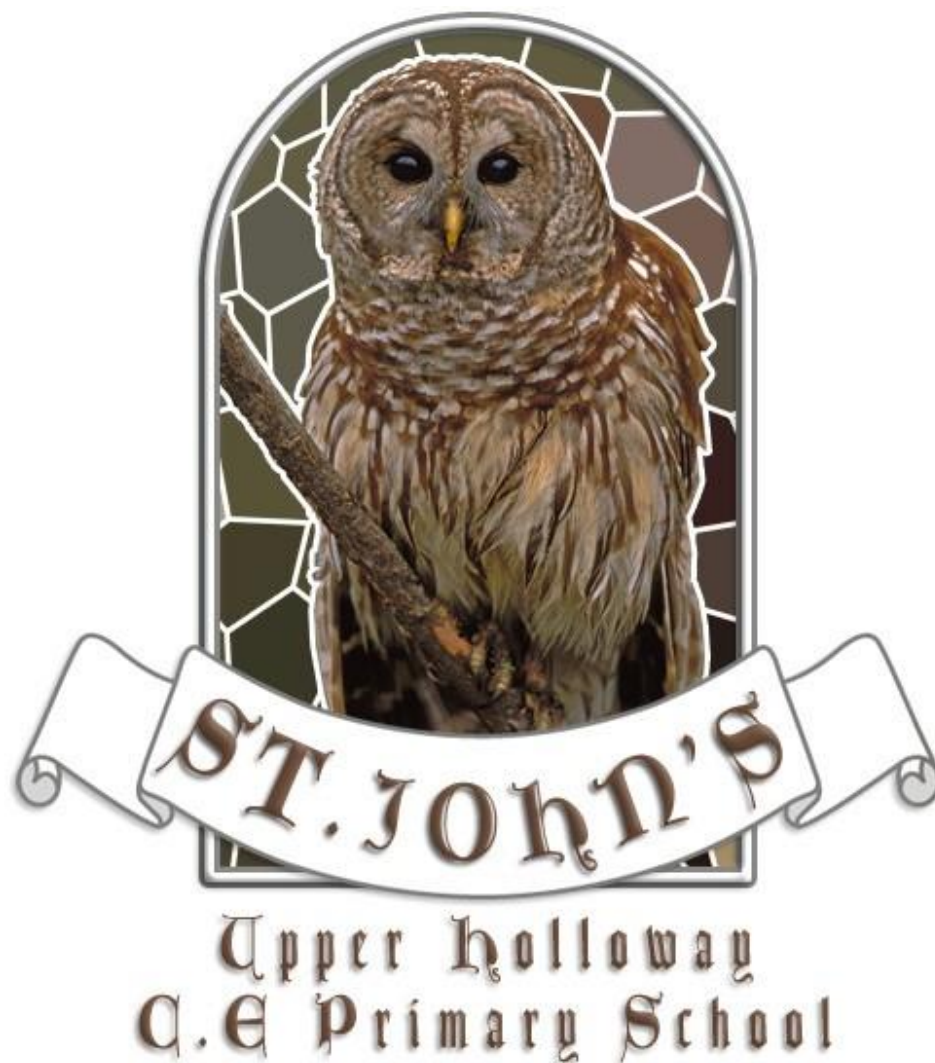


St John's Upper Holloway CE Primary School



Inclusion policy

Including policies for SEN and Disabilities, G&T, EAL/EMA

November 2021

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

- St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:
- promoting the highest standards of teaching and learning, with excellent leadership
- being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge
- being a happy, healthy and safe place
- providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote core values within our children, preparing them for a successful life, being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

Inclusion Rationale:

St John's is committed to providing an appropriate and high quality education to all the children in our school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St John's School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic, faith groups, those of no faith, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion
- Learners in receipt of Pupil Premium funding

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

- Do all children achieve as much as they can?
- Are there differences in the achievements 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, teachers take into account the abilities of each child in their class. For some children, we may use the programmes of study from earlier Key Stages or year groups.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use materials from a later Key Stage or year group, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering all 9 equal opportunities areas.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings or 1:1 situations that allow them 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.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St John's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Policy for SEN and Disabilities

Legislation: Maintained schools – [The Education \(Special Educational Needs\) \(Information\) Regulations 1999: SI 1999/2506](#).

Academies and free schools – [Section 1\(8\) of the Academies Act 2010](#).

Also see [The Special Educational Needs Code of Practice 2014](#)

Aims and Objectives

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the

new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the head teacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Head teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND. (This is mandatory).

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Responsible Persons

The 'responsible person' for SEN is Mr Brian Welsh (Head), Mr Nicholas Turpin (Deputy, SENco) and Ms Jane Airey (Inclusion link Governor). The person co-ordinating the day to day provision of education for pupils with SEND is Mr Nick Turpin (SENco and Deputy).

Admission and Inclusion

All children with SEND are afforded the same rights as other children in terms of their admission to school.

- In line with our admissions policy, **children with an EHCP** naming the school will automatically be admitted, *provided the school are able to show they can make reasonable adjustments* in order to adequately meet the child's needs.
- In line with our admissions policy, pupils with a SEND **that is NOT an EHCP**, will be admitted to the school through the same process as other children. In these instances, once the application form is received and a SEND has been identified, the SENco will then speak directly with the parent and/or outside agencies involved, to find our further information about the needs of the child and the provision required.

Governors will also give special consideration to an applicant who can demonstrate that admission to St John's School is necessary on the grounds of a professionally supported medical condition or special educational need/disability.

Where the school is aware that a child coming to St John's has SEND, the SENco and class teacher will meet with the child's current school or setting to ensure a smooth transition. All the teachers in the school are teachers of children with Special Educational Needs. As such, St John's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This is based on Quality First Teaching, specific 1:1 and small group intervention programmes and outside agency support (when and where appropriate). The staff of the school

are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

Specialist Provision

St John's is a one form entry school that is on one level. It has ramp access to all areas of the building that link to the outside. It has two toilet facilities, one of which is equipped with a specialist hoist, a shower and other specialist equipment to support those pupils with physical needs. St John's has close links with many outside agencies, such as The Bridge School, Samuel Rhodes Outreach and Hampstead Dyslexia Clinic in order to support the wide range of needs in the school.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

St John's also operates an inclusive approach to playtimes. Each area of the playground is separated into "zones" and is monitored by an adult at every playtime. In each zone there is a carousel of activities that all children can choose from throughout the week. Examples of these are: a quiet area zone with drawing, board games and reading, a football zone, an 'active kids' zone, and a skipping and hoops zone. We also operate a school librarian system, for those children who prefer to be in a very quiet space during playtimes.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (depending on the needs of the child) detailing the provision required and any appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher or TA
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Pupil Passport/ SEN plan as appropriate. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies will hold a TAC meeting (Team around the Child) to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

Resources

The school is allocated a notional SEN budget. These funds are devoted to the needs of all SEN pupils in the school. The school supplements this with base budget funding and Pupil Premium funding.

The principles which guide the governing body in allocating resources are SENCo recommendations, teacher assessments, outside agency assessments and guidance, EHCP/SEN support plan/Pupil Passport targets and needs.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND, where the support and encouragement of parents is often the crucial factor in achieving success.

In addition to regular meetings with the class teacher or SENco, St John's also runs a parent group for all parents of pupils identified as SEND. The parent group is led by the SENco once a half term (covid-permitting). The purpose of this group is:

- for parents to meet together and share their thoughts, worries or positive experiences
- to share information regarding SEND and therefore to help parents understand terminology and processes (keeping them 'up to date')
- to ensure that parents know who key people are who might work with their child at different points eg: S&L therapist, EP, The Bridge, CAMHS
- to signpost parents to any organisations who might provide additional help, support or advice eg: Bright Start (Early Help)
- to support parents with ideas and strategies that might be helpful to use at home with their children
- to provide the school with an essential source of feedback on its SEND provision

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services
- Educational Psychologist
- Occupational Therapist
- Family keyworkers
- Speech and Language
- Hampstead Dyslexia Clinic
- Child Adolescent Mental Health Service (CAMHS)
- Health Service (school nurse, dietician, therapists)
- Early Help Family Support
- Alternative Education Provision (ie Pupil Referral Units)

Arrangements for the treatment of complaints

If a parent has a complaint, then they should firstly speak with the child's class teacher and/or SENco. If they would like to make a formal complaint, then they should follow the guidelines and procedure set out in the school's complaints policy (copies of which can be obtained from the school office).

Workforce Development

In-service training needs related to special educational needs will be identified by the SENco (in consultation with staff, both teachers and TAs) and then discussed with the Headteacher. This will then be planned into the SDP (School Development Plan).

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Monitoring the impact and effectiveness of specific intervention programmes
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements (Pupil Voice feedback)

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.

Policy for the provision for More Able pupils

3.0 Aims and Objectives:

St John's School works to recognise and realise the potential of every child in our community. Provision for MA (More Able) pupils is one part of ensuring the entitlement of all children to an appropriate education.

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- To identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To provide an appropriate challenging curriculum for more able and highly attaining pupils, through enrichment/study support beyond it.
- To support and make more effective the transition of highly attaining pupils to secondary school

3.1 Definition:

'Gifted' refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more of the 'academic' subjects (e.g. Mathematics, English, Science)

'Talented' refers to children who are very able in Art, Music, PE or Dance

3.2 Identification of Gifts and/or Talents:

Identification is key to meeting the needs of G&T pupils. The DCSF requires census nomination of around 5-10% of the school population, of whom 2/3rds are gifted, (show potential in Core/Foundation subjects), and 1/3rd are talented (i.e. in art, drama, music, PE etc.). There is no one objective measure, nor is child development linear, so pupils may "drop" in and out of the lists, from year to year. However, we use some or all of the following recommended methods to ensure good professional judgements about who our G & T pupils are at any one time:

1. Teacher nomination (including reference to the DCSF checklist)
2. Pupil tracking and assessment of work (challenging targets)
3. Parental information on gifts, talents and out of school activities
4. Discussions with children and observations in all subjects

This roughly corresponds to between 1 and 5 pupils per class and typically includes pupils performing two bands above expected norms, and/or demonstrating *exceptional* skill(s) within their class. But as final responsibility lies with the school, the Inclusion leader and Leadership Team seek to ensure that a balance of professional and objective assessments will be taken into account in determining the balance and composition of the required ("10%") cohort. The school's decision is final, though parental objections shall be logged.

A letter and information leaflet is sent home to parents to inform them if their child has been identified as being gifted or talented; they are welcome to attend a meeting with the Inclusion leader to discuss this further. Children's names are then kept on a Gifted and Talented register, which forms part of the Inclusion Register.

Identification is an on-going process aided by assessment (both formative and summative) and by provision. Termly Pupil Progress Reviews are used to identify possible gifted or talented children, with particular care taken to focus on those underachieving able children in each cohort. Consultations with the Inclusion leader and Specialist Teachers in school i.e. Music teachers, sports coaches etc., is also part of the identification process.

Other examples of identification include:

- Prior attainment records
- Optional SATs scores
- Teacher assessments
- Class profiles
- Discussion with parents
- Subject specific checklists
- On going assessment using open/differentiated tasks (identification through provision)
- Collation of evidence (i.e. individual pupil's work)

3.3 Provision:

A systematic, whole-school focus on developing good or outstanding lessons also seeks to ensure the active engagement of more able pupils. This can be done through:

A. Strategies within the classroom

- Varied and flexible grouping within a year group
- Withdrawal of very able children for higher level work within small groups
- Upward differentiation/extension in schemes of work
- Teaching thinking skills in a subject context e.g. problem solving, decision making
- Asking higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets
- Enabling children to evaluate their own work

B. Study Support

We provide a variety of enrichment opportunities which include

- A wide range of extra-curricular activities and clubs
- Opportunities for artistic, musical, dramatic and sporting development
- Enrichment opportunities within and beyond the core subjects
- Visits, experts, master classes
- Competitions
- Information about school holiday activities
- Appropriate pastoral care

3.4 Responsibilities:

The Leadership Team is responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for the gifted and talented
- monitoring the implementation of the agreed policy
- compiling and maintaining an up to date register of gifted and talented children
- developing expertise in this area through appropriate INSET
- sharing expertise with other staff and directing them to appropriate INSET
- supporting and monitoring curriculum planning which ensures differentiated provision
- ensuring the transfer of relevant information on the cohort to secondary schools
- co-ordinating provision for children on the register
- purchasing, organizing and sharing resources (including support staff and other adults) to facilitate the teaching of more able children
- collecting examples of exceptional work (dated and levelled) to inform a whole school portfolio

The Class Teacher is responsible for:

- identifying the more able in their class (using the agreed school criteria and other sources of ongoing evidence)
- setting appropriate targets

- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge, stimulate and inspire
- reporting to parents and others on progress
- monitoring performance

3.5 Monitoring and Evaluation:

The class teacher is responsible for reporting on the progress of the gifted and talented children within his/her class. The evaluation of this progress is done against national benchmarks and the targets set for individuals. This is done via the school's Pupil Progress monitoring policy which includes tracking and observation processes.

The school seeks the views of gifted and talented children via a termly Pupil Voice Survey. This information is analysed by the Inclusion leader and Leadership Team in order to adapt and amend provision.

This policy and its effectiveness will be reviewed by The Leadership Team.

Policy for the improvement in achievement for pupils from Ethnic Minority Groups and EAL speakers

Rationale:

The needs of pupils from Ethnic Minority groups and EAL speakers within the school constantly change and are frequently diverse. A working assumption is that over 26% of the pupils in this school have English as an additional language in their homes. There are additionally pupils for whom English is the common language of the home but is not the mother tongue of one or both parents. Pupils from Ethnic Minority groups where English is the home language (who may under-achieve because of cultural and previous educational experiences) are also covered by this policy. The language development of all groups needs to be monitored to ensure that appropriate support can be provided for those pupils to have access to the whole curriculum.

4.0 Aims:

The aims for the achievement of Ethnic Minority groups are the same as the overall aims of the school.

At St John's School we intend to provide equality of opportunity for all minority groups. This is in line with the requirements of the Race Relations Act 1976. Specifically, the aims are:

- To meet the particular needs of pupils for whom English is an additional language (EAL).
- To raise standards of achievement for those minority groups who are particularly at risk of under-achieving.

The National Curriculum secures entitlement for all pupils to a number of areas of learning. We encourage all pupils to achieve the highest possible standard and to develop the knowledge, understanding, skills and attitudes that are necessary for their development as responsible citizens.

We ensure that the curriculum reflects the experience, contribution and achievements of pupils from the school's different communities.

We ensure that the school's Equal Opportunity, Anti-racism and Anti-bullying policies are translated into practice and monitored systematically.

4.1 Teaching Methods:

Teachers support EAL pupils in developing their spoken and written English by/ through:

- Teaching which identifies a clear language focus for pupils' learning and exploits the language potential of every learning activity
- Building on pupils' experience of language at home and encouraging them to transfer their skills from one language to another
- Recognising that speech is the key to thought and language, therefore encouraging talk in every area of the curriculum, e.g. through talk partners, small group discussions and speaking and listening approaches
- Ensuring that there is adequate opportunity for oral expression and using talking to support writing
- Ensuring that vocabulary work includes technical as well as everyday language
- Ensuring that tasks are differentiated to suit individual language and learning needs
- Providing models of well-constructed English across a broad range of genres
- Using accessible texts which are age and language level appropriate
- Ensuring that, wherever possible, concrete learning situations are created using visual aids, artefacts etc
- Providing support through ICT, video and audio materials, English and home-language dictionaries
- Taking into account previous schooling

EAL pupils participate in all classroom activities including:

- Teacher instruction to whole class
- Whole class discussion
- Group and paired discussion (talk partners)
- Individual, guided and paired (if appropriate) reading
- Drafting and reviewing writing
- Role-play and improvisation
- Presentation

4.2 Curriculum Access:

All pupils follow curriculum requirements of the Foundation Stage and the National Curriculum. This applies equally to EAL pupils. Access to maths and literacy is provided as appropriate. Where necessary, EAL pupils may have a Teaching Assistant, who may work to support them in additional small group or 1:1 situations.

Specific support is given to EAL pupils with SEN. At the Foundation Stage, support is given by:

- Building on pupils' experience of language at home
- Providing a wide range of speaking and listening opportunities
- Providing bi-lingual support, possibly from older pupils, if needed
- Providing books and story-tapes in home language if possible.

4.3 Assessment and Monitoring:

All teaching staff attend Pupil Progress Reviews on a termly basis with the head and deputy. The purpose of this meeting is:

- To establish levels of English across the school and to complete any administrative tasks related to this
- To provide INSET training, advice and support on the subject of EAL & EMA to teachers

An EAL register of pupils is maintained and levels are reviewed termly; this forms part of the school's Inclusion Policy. This information is used to adapt and target support.

New pupils arriving are supported by a clear induction policy. Pupils are assessed as soon as possible for stage of English by their class teacher using the QCA materials.

Statutory assessment arrangements of the National Curriculum allow us to make certain allowances for EAL pupils e.g.

- To translate words or phrases in KS1/KS2 maths and science tests and tasks
- To exempt from KS2 tests pupils who have arrived in this country, at Stage 1, within a specified time-scale

4.4 Targets:

Short-term targets are set by class teachers and/or outside professional agency, with the advice and support of the Inclusion leader, during termly Pupil Progress Review meetings. EAL pupils, new to English, are classed as EAL beginners for their first two years in the English educational system.

4.5 Policy for newly arrived children with EAL:

1. Initial inquiry - Following an initial inquiry from a parent/guardian, an appointment is made to enable the parent/guardian to visit the school.
2. Appointment - When the parent/guardian visits the school they are shown round and routines are explained. A copy of the school prospectus is given to the parent/guardian. The parent/guardian is asked to complete an enrolment form for each child.
3. Before starting school - At least two days before a child starts, the class teacher and class are informed. A copy of the enrolment form is also given to the Inclusion leader. The class teacher prepares books for the child and the teacher liaises with the Inclusion leader to ensure that any relevant resources are in place.
4. Starting school - The teaching assistant for that class (or EMA funded teaching assistant) supports that child with settling in, for the first part of the day. A child in the class then becomes the "buddy", looking after them for the rest of the day and thereafter if appropriate.

The child may then have small group speaking and listening support sessions.

4.6 Parents:

The school has active and regular contact with parents and carers through:

- Informal meetings
- Formal meetings with class teachers, three times a year
- Attending parenting classes
- Attending social events, concerts, sports days, etc.
- Being encouraged to participate in the life of the school by accompanying pupils on trips etc

4.6 Analysis of Ethnic Minority achievement:

EAL children are included in our programme of monitoring and moderation.

Date of current policy: November 2021

Review: November 2022

Signed by Head _____ date _____

Signed by Chair of CSW committee _____ date _____