



Abbots Farm Junior School

Inclusion Policy



Written and agreed by Governors: September 2013

Last reviewed: January 2026

To be reviewed: January 2029

It is the aim of this policy to develop the full potential of individual pupils to prepare them for their roles as adult members of society.

Rationale

Abbots Farm Junior School is committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having special educational needs, 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.

Abbots Farm Junior 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 and faith groups, 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 able, gifted and talented (children who are significantly more able than their peers)
- 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;

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. 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 Abbots Farm Junior 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. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Team and a link governor.

1. Aims

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

- We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate curriculum.

- We aim to plan for individual needs encouraging the strengths and interests of our pupils.
- We aim to provide full access to the curriculum* through differentiated planning by the Special Educational Needs Coordinator (SENCo), class teachers and support staff as appropriate. (*Except where disapplication, arising from an Educational Health Care Plan (EHC plan) occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- We aim to ensure the SEN and Disability Regulations (2014) and relevant Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.
- We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- We aim to enable all children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- We aim to involve the children themselves in planning and in any decision making that affects them where possible.
- We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

2. Legislation and statutory guidance

At Abbots Farm Junior School, we recognise the legal responsibilities as set out in the *Equality Act 2010* in relation to the protected characteristics of sex, gender reassignment, disability, race, age, marriage and civil partnership, religion or belief, pregnancy and maternity and sexual orientation and hold our responsibility to all stakeholders with regards to this act in high regard.

3. Identification of pupils

Abbots Farm Junior School recognises the significance of early identification of pupils with Special Educational Needs, English as an additional language (EAL) needs or pupils who may be Able, Gifted or Talented (A, G and T) and work closely with other professionals already involved with pupils. The SENCo, class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as either being SEN Support or they have an EHC plan and are on the school's SEN profile. Information relating to pupils with SEND is shared with all staff, including supply teachers.

4. Provision

4.1 Differentiated Curriculum Provision

In order to make progress, all children will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles or access strategies. Children are taught in mixed ability groupings but there are also additional interventions and support put in place where required.

4.2 Provision Management

Pupils on the SEND register will be reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the intervention their child will receive on a termly basis and receive a review of their progress at the end of each term. Provision Maps show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

4.3 Educational Health Care Plans

An education, health and care (EHC) plan is for children who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. All children with an EHC plan will have targets set as part of their plan and reviewed termly. There will be an Annual Review, chaired by the SENCO, to review the

appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child.

4.4 Pupils with EAL

Pupils with EAL are supported both inside and outside the classroom depending on their English fluency. New-arrival children are supported by the year group teaching assistants and interpreters are used when necessary.

4.5 Able, Gifted and Talented

Pupils identified as being able, gifted and talented are provided for through a differentiated curriculum. At times during the year, they may have a particular focus or be invited to join a club provided by the school or an outside agency/secondary school.

4.6 Children Looked After (CLA)

Children in public care will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and Children's Social Care. We aim to send a representative to all CLA reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

4.7 Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with EHCPs through submission to LA after specialist advice has been sought.

5. Working with outside agencies

Abbots Farm Junior School promotes the value of specialist advice and support from a variety of professional and voluntary services. We also welcome and positively promote links with educational bodies that can promote pupils learning and provide enhanced opportunities for our Gifted and Talented learners. The SENCo liaises frequently with a number of other outside agencies and specialists:

1. Children's Social Care
2. Education Welfare Service
3. School Nurse
4. Occupational Therapy
5. Speech and Language therapists
6. Specific learning difficulties team
7. Visual and hearing-impaired team
8. Mental health team
9. LA advisors for SEND, G and T, EAL pupils

Parents/carers are informed if any outside agency is involved.

6. Links with other schools/transition arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue, the SENCo will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the SENCo will discuss these children with other schools on request.

Year 3 pupil information is shared and discussed as part of the transition. Information is shared with secondary colleagues as part of the year 6-7 transition programme.

8. Roles and responsibilities

8.1 Role of the Governors

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for SEN pupils who supports the monitoring of provision for SEND pupils.

8.2 Role of the leadership team at AFJS

The Senior Leadership Team will ensure that the following things are in place across the school to support inclusion:

- Regular review of the needs of the teaching and support staff to ensure relevant INSET is provided via external courses and in-school training. The needs of pupils and the interest areas of staff will be carefully considered when planning INSET
- A curriculum is designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable targets in English and Maths and for all pupils
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the SENCo, class teacher or teaching assistants, either in class or in small groups
- The use of intervention programmes to support pupils with areas of need
- The setting of IEP targets for pupils on the SEN register
- Induction of pupils new to this country
- A consistent Relationship and Behaviour policy, encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parents' meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff.

8.3 Role of all staff at AFJS

School staff 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;
- participate safely in clothing that is appropriate for the activity and 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.

8.4 Role of parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEN Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success. Parents will have the opportunities to meet with their child's class teacher in a formal meeting twice a year.

9. Monitoring arrangements

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Termly review of the curriculum
- Regular tracking of pupil attainment through termly pupil progress meetings
- Monitoring and assessment schedule
- Termly review of provision management with the BWI team, teachers, families and pupils to discuss progress of pupils on SEN support and Educational Health Care Plans (EHC plans).
- Annual reviews of Individual Action Plans for pupils with EHC plans.
- Review of targets in English and Maths
- Lesson observations
- Talking to children and parents
- Teacher assessment
- SATs tests
- Regular YARC reading assessments and spelling age tests
- Monitoring teacher's plans and children's work

This policy will be reviewed **every three years** by the Headteacher, or if there are any significant changes to school procedures, UK law or Government guidance.

If any parent feels that Abbots Farm Junior School is not meeting the needs of their child they should contact school in the first instance in line with our Communication Policy. If they have been through our communication flowchart and still do not feel that the needs of their child are being met, parents will be supported via the procedures outlined in the Complaints Policy.

10. Links with other policies

This policy links to the following policies and procedures:

- > SEND
- > Equality