

# Kenmore Park Junior School- Inclusion Policy



*We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress*

*This Inclusion Policy is current as of June 2020 and is awaiting governor ratification at the earliest opportunity.*

At Kenmore Park Junior School our commitment is to provide a **stimulating, supportive and secure learning environment** which inspires and nurtures each child to reach their full learning potential by acquiring the skills they need to be in control of their own learning.

We aim to develop **self-confidence and independence** in all children recognising that each and everyone has a part to play as a responsible member of our school community.

Kenmore Park Junior School seeks to remove the barriers to learning and participation that can exclude individual pupils, or groups of pupils. This means that equality of opportunity must be genuine for our children. We make this a reality through the attention we pay to the different groups of children within our school. We have support teachers to ensure children receive good quality teaching

## **This policy applies to children who:**

- Have Special Educational, medical needs or disabilities
- Reflect social and cultural diversity
- Do not speak English at home
- Have recently moved to this country
- may be refugees or asylum seekers
- Have mobile life styles as travellers
- Are Looked After Children
- Live in poverty or may be homeless
- Have attendance difficulties
- Are able gifted or talented
- Present with safeguarding concerns

## **Definitions of Inclusion**

The Government explains what is meant by the term "Inclusion":

Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include pupils.

- With good training, strategies and support nearly all children with special educational needs can be successfully included in mainstream schools;
- An inclusive education service offers excellence and choice and incorporates the views of parents and children;
- The interests of pupils must be safeguarded;
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation;
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential;

## **The Three Principles of Inclusion are:**

- **Setting suitable learning challenges**
- **Responding to pupils' diverse needs**
- **Overcoming potential barriers to learning and assessment for pupils**

# Kenmore Park Junior School- Inclusion Policy



*We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress*

## All schools set out Provision in 3 so-called "Waves"

**Wave One: Quality First Teaching**

**Wave Two: Group Support, usually short term.**

**Wave Three: Specialist individual or small group support, often over a sustained period to meet specific needs.**

Kenmore Park is passionate about **quality first teaching** for all children within the school. We have excellent Teaching Assistants who have been trained to a high standard who support the children's learning but the first point of reference must be excellent teaching for all regardless of need. Support Teachers and Teaching Assistants can work alongside Class Teachers in Wave One lessons or can be used to give targeted small group support for carefully chosen children.

## We have a range of approaches in Kenmore Park Junior School:

- Engaging and stimulating learning environments and visual resources
- Forest School
- Bug Club reading support
- Extra Comprehension groups
- Language Support Groups
- English as Additional Language lessons across the school
- Elklan Speech and Language group
- Numicon Maths
- Phonics Interventions: Letters and Sounds
- 5 Minute box
- 1:1 targeted support
- Catch Up Programmes
- Small Group Interventions
- A.G.T. groups
- Reading Club
- Play Therapy
- Counselling
- Social skills groups

## Kenmore Park Junior School works closely with Kenmore Park Infants School to ensure smooth transitions:

- Transition meetings with school SENCO
- Transitional Y2 groups in Junior school
- Agree support/intervention programmes
- Allocation of support staff agreed
- Analysis of data and target setting
- Ongoing liaison re children in Year 3

## Kenmore Park Junior School works closely with Harrow's High schools to ensure smooth transitions:

- Speech and Language activities across the Junior School and Park High School
- Transition meeting with High Schools' SENCO
- High School SENCO at Annual Reviews
- SEN children attend separate induction days if required
- Formal and informal liaison

# Kenmore Park Junior School- Inclusion Policy

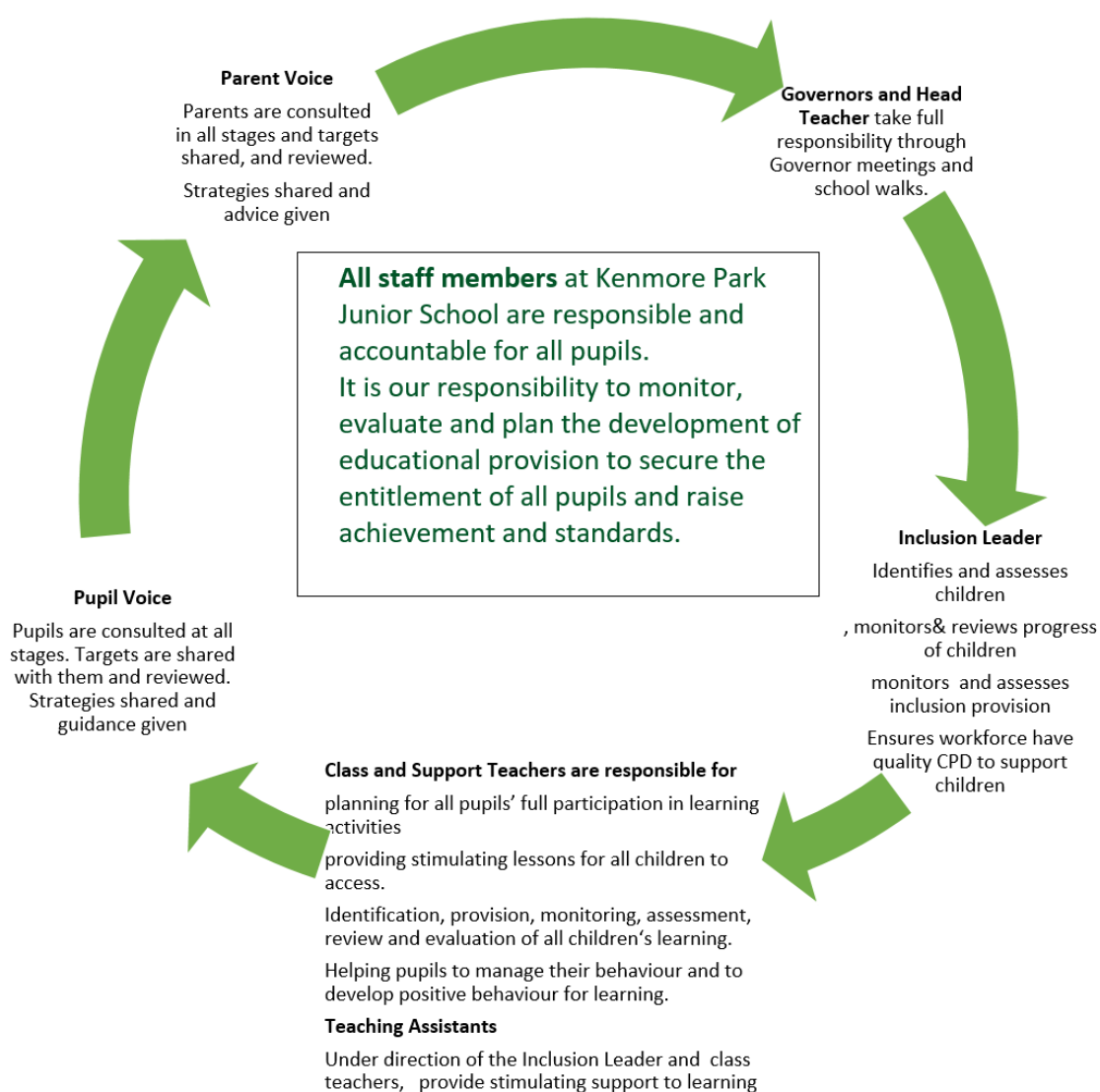


*We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress*

**Kenmore Park Junior School uses a number of outside agencies. These agencies include:**

- Educational Psychology Services
- Paediatric Therapy Services
- Speech and Language Therapy Services
- Harrow Advisory Teachers Service
- C.A.M.H.S.
- Harrow Horizons
- Children's Sensory Team
- Social Services / Early Intervention Services
- Every Step Matters groups

**Everyone is responsible in Kenmore Park Junior School for Inclusion**



**Inclusive provision**

# Kenmore Park Junior School- Inclusion Policy



*We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress*

The school offers a continuum of provision to meet a diversity of pupil's needs. All teachers are responsible for meeting the individual needs of pupils. The school has the flexibility to set smaller ability groups for specific aspects of the curriculum.

## Managing Inclusion

The role of our Inclusion Manager is to:

- Work positively with all members of the school community to promote inclusion;
- Induct new staff in the school's commitment to inclusion;
- Monitor and assess inclusion provision across the school;
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- Share inclusive expertise with, and support the professional development of school staff
- Work with the Teachers to ensure needs of all children are being met.
- Train and support Teaching Assistants to add to the learning of children throughout the school
- Develop programmes of support for pupils who require significant intervention;
- Work with key staff to monitor pupil progress;
- work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Inclusion Needs
- Liaise with and support parents and carers.
- Work with the SEN Governor appointed annually to ensure communication channels are good.

## Our system for ensuring the needs of children are met

### Initial Concern

Need identified—progress and strategies used in class to be monitored. Needs met from Wave 1 Quality First Teaching.

### Extra Support

If the child still struggles we consider additional provision in consultation with parents and outside specialist agencies. The child's name included on SEN Register and their progress is monitored and reviewed. Children have **special educational needs if they have a learning difficulty which calls for additional educational provision to be made for them.**"

### Request for an Educational Health Care Plan

If the child still does not thrive despite extra provision, all parties might consider requesting an **Educational Health Care Plan. (EHCP)**. This is a legal document giving the child the legal right to have support dependent on their need. EHCPs will be reviewed annually and can, if needed, continue up to the age of 25.

# Kenmore Park Junior School- Inclusion Policy



We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress

All schools use the Government Assess Plan Do Review model

## Assess, Plan, Do, Review Cycle

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

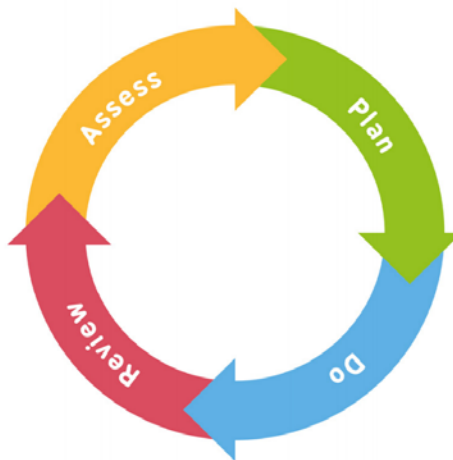
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

## Able, Gifted and Talented children

Kenmore Park Junior School has high expectations for progress whatever level children are at. This is true for high achieving children. The formal definition for a **Gifted and Talented child** is that *they have one or more attributes / abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)*. The terms able, gifted and talented are defined below.

- "able" children are those who are at **Greater Depth** in their year group
- 'gifted' refers to those pupils who are capable of **excelling in academic subjects** such as English, Maths or Science;
- 'Talented' refers to those pupils who may excel in areas requiring **visio-spatial or practical skills** such as games and PE, music or art.

The Class Teacher is responsible for stretching the able, gifted and talented children through careful planning and challenging teaching.

The Inclusion Leader has specific responsibility for maintaining an able gifted and talented register and helping teachers to set appropriate targets and monitor progress made.

# Kenmore Park Junior School- Inclusion Policy



*We believe that children should be respected, valued and listened to. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child achieves and makes good progress*

## **Continuing Assessment of Provision**

We believe that all children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

Using assessment information and additional data collected through the termly progress meetings, the Inclusion Manager and Senior Leadership Team ensure that all pupils' needs are met effectively.

## **Continuing Assessment of Inclusion Provision**

The inclusion policy will be reviewed regularly in order to:

- Analyse progress towards aims and objectives of the policy;
- Evaluate the effectiveness of inclusive provision;
- Listen and respond to the views of pupils;
- Listen and respond to the views of parents;
- Update staffing roles and responsibilities;
- Refer to new legislation and/or national and local government initiatives;
- Contribute to the school self-evaluation form.

## **Contact with Parents and complaints procedure**

The Inclusion Manager, Mrs Fiona Maloney operates an Open Door policy. If she cannot see a parent immediately she will always be able to arrange a mutually convenient time.

If a parent wishes to complain about the SEND policy or provision, they should in the first instance, raise the concern with the Inclusion Manager who will attempt to resolve the situation. If an issue cannot be resolved within 10 working days, a parent can submit a formal complaint to the Head Teacher in writing. The Head Teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.