



# **St John's Church of England Academy**

**Belonging Believing Becoming**



# **SEND Inclusion Policy**

**Belonging Believing Becoming**

**Date of Review: September 2023**

**Date of Next Review: September 2024**

**Responsible Group: School Policy**

This is a draft copy pending LGB ratification



## **Inclusion Policy**

**Belonging Believing Becoming**  
**Mark 4: 30 - 32**

### **SEND Vision**

*St John's Church of England Academy is an inclusive school where all people are valued and nurtured whatever the difference in their abilities, social, emotional or mental health. Pupils become the best version of themselves and responsible members of God's family.*

#### **Statement of Intent**

St John's Church of England Academy values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

The ultimate purpose of inclusion is to enable pupils to flourish into adult life and beyond.

#### **Aims**

- St John's Church of England Academy aims to increase the level and quality of inclusion within school, while protecting and enhancing specialist provision for those who need it.
- Taking into account pupils' experiences and needs, we form strong partnerships with parents, DGAT, the LA and external agencies, such as health and social care services, and offer a broad and balanced curriculum to ensure that all pupils have every opportunity to achieve the highest standard of education.
- We take a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, visiting pupils from other establishments or other members of the school and local community because of the following:
  - Gender
  - Race
  - Disability
  - Being adopted or a child in care
  - Religion or belief
  - Sexual orientation
  - Any other protected characteristic
- St John's Church of England Academy will make every effort to meet the learning needs of all pupils without excluding them from the national curriculum.

## **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- KCSiE 2022
- Working Together to Safeguard Children 2018

**This policy will be implemented in conjunction with the following other school policies:**

- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- Pupil Premium Policy
- Accessibility Policy
- Safeguarding Policy
- Teaching and Learning Policy

## **Roles and responsibilities**

**The governing body is responsible for:**

- Ensuring that inclusion provision is of a high standard.
- Evaluating the effectiveness of the provision and Inclusion Policy termly.
- Review the policy annually.
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**The headteacher is responsible for:**

- Ensuring that the management of inclusion remains consistent and effective, providing regular reports to the governing board.
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**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Preparing policy document and specific provision to meet the needs of the pupils.
- Attending training courses and undertaking CPD opportunities for themselves.
- Organising and providing training for staff to support pupils with special educational needs and disabilities (SEND).
- Reviewing changes and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers and teaching assistants to ensure continuity and progression from year group to year group.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with SENDCo's / Inclusion Managers from local Primary and Secondary Schools.
- Working in partnership with the parents to maintain positive communication in order to support the progress of pupils.
- Working with the LA to support pupils with additional needs.

**The classroom teacher is responsible for:**

- Working with the SENDCo and teaching assistants to ensure that individual needs are met.
- Acting in accordance with St John's Church of England Academy's Policies.

- Monitoring the progress of pupils in their class and reporting this on a termly and annual basis.
- Undertaking any training that is necessary in order to effectively support pupils.
- Working in partnership with the parents to maintain positive communication in order to support the progress of pupils.

**The teaching assistant is responsible for:**

- Teaching assistants will liaise regularly with the classroom teacher and SENDCo to evaluate pupils' progress and discuss next steps and future support.
- Working in partnership with the parents to maintain positive communication in order to support the progress of pupils.

**The parent is responsible for:**

- Working in partnership with the school to maintain positive communication in order to support the progress of pupils.
- Undertaking activities at home to assist with their pupil's development.

**Teaching and Learning**

- Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.
- Teachers will ensure that all teaching assistants have access to relevant planning so they can support pupils appropriately.
- Specific action will be taken to respond to pupils' diverse needs by:
  - Creating effective learning environments.
  - Ensuring they are motivated.
  - Using appropriate assessment approaches, such as teacher observations.
  - Setting targets that are achievable and positive for individual pupils.
  - Developing positive relationships with pupils.
  - Providing a range of scaffolded activities according to need.
  - Setting appropriate learning challenges.
  - Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of pupils.
- Lesson plans will be adapted to meet the needs of individual pupils and pupil groups.
- Teachers will use an inclusive model of provision that provides all pupils with the opportunity to participate in lessons.
- Teachers will ensure that pupils understand the role they play in ensuring their own progress.
- Teachers will ensure that pupils understand what behaviour is expected in different circumstances and environments.

**Pupils with SEND**

- St John's Church of England Academy aims for the early identification of pupils with SEND through the monitoring of achievement and regular observations.
- The SEND Information Report summarises how St John's Church of England Academy works within the local community, with local schools and agencies, to provide an inclusive offer to all pupils with SEND.
- We aim to ensure equal opportunity for all pupils with SEND. It is the teacher's responsibility to inform the SENDCo of any concerns regarding an individual's learning. This can be done using the Cause for Concern form.
- Lesson plans for pupils with SEND will be adapted to meet their specific need.

- Teachers will modify lessons as appropriate; for example, pupils may be given additional time to complete certain activities.
- Teachers will ensure that pupils have the same opportunities to develop skills in practical aspects of the curriculum.
- Teachers will take into account the learning pace of pupils with SEND.
- Teachers will take into account the cognitive load of pupils with SEND.
- Work will be adapted and alternative activities in subjects will be provided where pupils are unable to operate certain tools or equipment.
- Pupils will have opportunities to take part in educational visits and activities related to their studies. If a pupil's disability prevents them from attending particular trips, the school will do their best to make reasonable adjustments to ensure the pupil can participate in as many of the activities as possible.
- Approaches that allow pupils with visual impairments to access the curriculum will be enforced, for example, the use of visual resources.

### **Assessment and Reporting**

- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge where the pupils are and the next steps needed to move their learning forward.

### **Assessment will be undertaken in various forms, including the following:**

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objective
- Monitoring progress against their SEND Targets
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Book scrutiny
- Classroom tests

Parents will be provided with a written report about their child's progress during the summer term every year.

Verbal reports will be provided at parent-teacher interviews during the Autumn, Spring and Summer terms when My Plans will be reviewed.

### **Health and Safety**

- Staff members will act in accordance with the school's Health and Safety Policy at all times.
- Accidents will be reported following the school's Accident Reporting Procedure Policy.
- All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment.
- All pupils will be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment.

### **Equal opportunities**

- All pupils will have equal access to the curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all lessons.

- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

### **Monitoring and review**

- The SENDCo will review this policy annually, alongside the governing board, to ensure all relevant policies and practises are up-to-date and compliant with statutory requirements.
- The SENDCo will ensure that meetings take place termly, to review the progress of pupils on the inclusion register and to ensure compliance with the Inclusion Policy.
- Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy.
- All staff will be notified of any changes made to this policy.