



Inclusion Policy

This policy should be read alongside our Behaviour Policy and SEN Policy

**This policy was last revised and adopted by the Governing Board in:
September 2024**

After each revision the policy is circulated to all Governors and school staff and on the school website.

The policy is to be reviewed by the Governing Board in: 2027

One of the primary aims we have at Jarrow Cross C of E Primary is to endeavour to enable each pupil to achieve their full potential.

Our Inclusion policy for pupils who may have Special Educational Needs, be looked after children, have English as an additional language or have physical disabilities affirms this aim: within the constraints of our building and the limits of our resources we will seek to make whatever provision necessary to ensure that the needs of individual pupils are met and we are working as an inclusive school.

Special Educational Needs Coordinator

Mrs G Watson is the staff member responsible for the implementation of the school's Inclusion policy and for the coordination of provision for pupils with SEND.

Special Educational Needs and Support Staff

Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.

At present, the school deploys three members of the support staff to work directly with children with SEND. This may not be the only requirement of their timetable and so the amount of hours each spends in support of pupils varies from staff member to staff member.

The SENCo meets with support staff on a regular basis to review needs, problems and curriculum support for those children identified on the SEN register.

Admission Arrangements

EYFS staff liaise with the main feeder nursery for our school in the term before entry to Reception. Detailed pupil records are passed on from the nursery. Visits are arranged during that summer term for new pupils and their parents and any needs a child may have are discussed at this point so that, if necessary, arrangements can be made to support the child in school.

The school nurse liaises on the school's behalf with other agencies within the Health Service and can provide advice and expertise for problems of a medical nature.

Children with special educational needs are taught in the same classes as their peers and have access to the broad and balanced curriculum that is available to all pupils in our school.

Access to the School Buildings

The school building is single story and movement within it does not present any problems. Wheelchair access is available at the main entrance. There are three disabled toilets fitted with alarm cords. Our building has clear delineation and contrast between floors and walls to assist the visually impaired. Further details can be found in the Access Audit and Accessibility Action Plan.

Identification & Assessment Arrangements

Central to the work of each class is the cycle of planning teaching and assessment and within this framework most children's learning progresses. Those pupils who experience difficulty in learning may have a special educational need.

Class teachers, in the context of day-to-day work, will most often identify pupils' special needs; the assessment procedures that take place regularly throughout the school year will also be of

assistance. Sometimes initial concerns may be raised by a parent, or through nursery records, or information from a previous school.

We endeavour, as a school, to be responsive and open to parents' expressions of concern and to the information they provide to us.

Initial concerns should be raised by the class teacher with the SENCo and teachers will monitor progress in the usual ways. If there continues to be cause for concern, further discussion will take place with the class teacher, the SENCO and the pupil's parent. At this point the pupil may be placed on the special needs register and appropriate programmes and strategies will be initiated to meet specific needs. Pupil progress will be monitored against set targets within the usual assessment procedure.

Pupil Progress

All pupils are set realistic yet occasionally challenging targets and there is no reason not to do the same for children with SEND. The difference is the need to recognize the levels of support and rehearsal of new information in order to achieve a target with regard to a pupil who may struggle.

The provision maps, which are produced by the class teacher every term, take this into account. All parents of pupils on the SEN register are informed of their child's targets at parents' evenings and through the annual report.

All parents are invited into school each term to discuss their child's progress and are provided with ways in which they can support their child's learning.

We try to maintain a culture of openness and partnership, and strong channels of communication exist between school and most parents. It is not unusual for parents of children who have special needs to visit school quite regularly for informal meeting with the SENCo, class teacher and even Headteacher. Contact of this kind is particularly beneficial if it is considered necessary to involve an outside agency like the Schools' Psychological Service.

Links with Other Schools

The Headteacher and SENCo liaise with the SEN Department of Jarrow School. The Year 7 tutors and the secondary school's SEN coordinator visit school during the year to ensure smooth transition from Key Stage 2 to Key Stage 3.

A transition mentor visits school during the spring and summer terms. Although this provision is not exclusively for children with SEN, it does tend to benefit those children who have difficulties with organisational skills and social skills: children who are typically on our register.

As previously stated, we maintain good links with our feeder nursery.

Links with Other Agencies

In common with all schools, Jarrow Cross has access to a school nurse whose advice can be sought in circumstances where the school staff lacks the necessary expertise and/or experience. The school nurse and health service colleagues also carry out (on all pupils) screenings for height, weight, eyesight and hearing. We can also access specialist intervention from services including educational psychology and occupational therapy.

Social Care and Health are available and may be called, on should the headteacher feel that there is a need to seek advice on home/school contacts or when there is concern over the well-being of a child.

The Speech and Language Team can also be contacted where there are concerns over the development of a child's language, speech and processing skills.

SEN Documentation

School SEN Register

A register of all pupils in school who have special educational needs. This is updated by the SENCo on a needs basis through the year and reviewed at the beginning of every school year as a matter of priority. The register indicates the child's name, year group and stage of SEN. The register is held by the SENCo.

Provision Map

This outlines specific provision and targets interventions in each class. It is completed termly by the class teacher and overseen by the SENCo. Copies of archived and current provision maps are held by the SENCo

Pupil Passports

All pupils on the SEN register have an individual profile which outlines their area of need and helps enable progress.

Referral Forms

Forms to be completed if assessment and/or intervention by Schools' Psychological Service, or other agencies, is required. The forms are held by the SENCo.

Observation Schedules

These are held by the Headteacher and may be used to observe pupil behaviour if this is something that has been giving serious cause for concern.

Looked After Children

The designated teacher for looked after children is Mrs McBeth the Headteacher.

Admissions

In accordance with the advice from the LA, Jarrow Cross will give looked after children the highest priority in terms of admissions agreements. The LA has a duty to secure a school placement within 20 days for a looked after child and we would endeavour to find a place within our setting and action a place as an "excepted child" should the place create a breach of class size regulations.

Personal Education Plan

In accordance with statutory requirements, a looked after child will have a personal education plan drawn up to establish clear goals which are both challenging yet achievable.

The designated teacher will review the PEP alongside the class teacher and the child on a termly basis.

It should be clear to the child exactly what their goals are and how they are expected to achieve them.

Links to other agencies

The designated teacher would liaise with agencies such as health, the child's social worker, the foster family, the natural family and any other stakeholders as necessary. The designated teacher would also be available to attend any care meetings or reviews as required.