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 a high proportion of support teachers to ensure children receive good quality teaching.

**This policy applies to children who:**

- Have Special Educational Needs, 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 gifted and talented
- Present with safeguarding concerns
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. Every child matters. Inclusive Schooling: children with special educational needs (2001)

Definitions of Inclusion
The Government Department for Education (DfES) 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 individuals and groups of pupils
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Inclusion Strategies/Interventions

Provisions made in Kenmore Park Junior School for all children to achieve.

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 has a high proportion of teachers to children. We have an Intervention teacher on Senior Leadership Team and Support Teachers for every year group, some of whom have counselling training. We also have a Romanian Teaching Assistant who has Qualified Teacher Status who supports EMAS children. This means that we have huge flexibility to ensure pupils progress well. Support Teachers can work alongside Class Teachers in Wave One lessons or can be used to give targeted small group support for specific interventions. In addition we have Teaching Assistants with expertise in helping children make small steps and who support children with special needs.

A range of approaches/ interventions in Kenmore Park Junior School:

- Engaging and stimulating learning environments and visual resources
- Forest School
- Bug Club reading support
- Language Support Groups
- Wellington Square
- Lifeboat
- Elklan Speech and Language group
- Numicon Maths
- Phonics Interventions: Letters and Sounds
- 5 Minute box
- 1:1 Reading
- Catch Up Programmes
- Small Group Interventions
- AGT groups
- Fischer Family Trust reading
- Mathletics
- Counselling
- Social skills groups
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Kenmore Park Junior School works closely with Kenmore Park Infants School to ensure smooth transitions:
- Transition meetings with school SENCO
- Agree support/intervention programmes
- Allocation of support staff as appropriate
- Transitional IEP’s
- 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:
- Transition meeting with High Schools’ SENCO
- High School SENCO present at Annual Reviews
- SEN children attend separate induction days if required
- Formal and informal liaison

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
- CAMHS
- Children’s Sensory Team
- Social Services
- Early Intervention Services
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**Inclusion: A Whole School Responsibility**

- **Parent Voice**
  - Parents are consulted in all stages and targets shared, and reviewed.
  - Strategies shared and advice given

- **Governors and Head Teacher**
  - Take full responsibility

- **Pupil Voice**
  - Pupils are consulted at all stages.
  - Targets are shared with them and reviewed.
  - Strategies shared and guidance given

- **Inclusion Leader**
  - Identifies and assesses children
  - Monitors & reviews progress of children
  - Ensures workforce have quality CPD to support children

- **All staff members** at Kenmore Park Junior School are responsible and accountable for all pupils.
  - It is our responsibility to monitor, evaluate and plan the development of educational provision to secure the entitlement of all pupils and raise achievement and standards.

- **Teaching Assistants**
  - Under direction of the Inclusion Leader and class teachers, provide stimulating support to learning

- **Class and Support Teachers** are responsible for
  - Planning for all pupils’ full participation in learning activities
  - Providing stimulating lessons for all children to access
  - Identification, provision, monitoring, assessment, review and evaluation of all children’s learning
  - Helping pupils to manage their behaviour and to develop positive behaviour for learning
**Inclusive provision**
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.

A range of intervention programmes are available to **all pupils** who require additional support in specific curriculum areas. Intervention programmes are organised through a termly provision map which details who will be delivering the programmes and to which children. Children are carefully assigned to programmes following detailed progress meetings between key members of staff.

**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 Teachers and Teaching Assistants;
- Work with the Intervention Teacher and Support 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.
The Children and Families Act: How it affects schools and children in them.

The Children and Families Act states that we must follow four guiding principles:

- Listen to the views, wishes and feelings of children, young people and parents.
- Ensure children, young people and parents participate in decision-making.
- Provide the necessary information and support to help children, young people and parents participate in decision-making.
- Support children, young people and parents in order that children and young people can achieve the best possible educational and other outcomes.

If your child has a Statement of Special Need, they will continue with this provision. It will be transferred within three Academic years to something called an Education and Health Care Plan (EHC).

If your child needs more support than the school can reasonably provide out of its own resources, parents or the school can apply for an EHC. EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
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Procedures for children with special needs from September 2014

**Initial Concern**
Need identified—progress and strategies used in class to be monitored. Needs met from Wave 1 Quality First Teaching
The child’s name included on SEN Register. Close monitoring and review

**Extra Support**
Provision required goes beyond the classroom provision. Additional provision is given in consultation with outside specialist agencies, either by school personnel or outside agencies. All extra support will be for a defined period and will be monitored to ensure pupils are progressing

**Request for an Educational Health Care Plan**
Requires report on pupils’ progress, observations by specialist agencies. Evaluation of impact of provision and assessment could lead to request for a EHC

**Educational Health Care Plan obtained**
When schools provide 15 hours sustained, substantial support and a pupil does not make expected progress, thorough assessments made by external agencies and evidence presented to the local authority, an Educational Health Care Plan can be given to support the needs of a pupil. EHCs will be reviewed annually and can continue up to the age of 25.
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The 2014 Legislation Graduated Approach: ASSESS, PLAN, DO, REVIEW

1. **Assess** the Need
   All pupils receive quality wave one teaching. If the child is not making expected progress or there are concerns from staff or parents, the SENCO and others assess the child against the SEN criteria.

2. **Plan** support or intervention
   Support or interventions are agreed upon. The child is assessed at the start of the support and at regular, agreed intervals or at the end of the support dependent on the need of the child.

3. **"Do"**
   Implement the plan with clear goals and timeframes. The class teacher remains responsible for the child on a daily basis.

4. **Monitor, Review & Evaluate** support
   The impact of the support is constantly monitored and, where necessary the provision is revised to meet needs of the child.
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Procedures for children requiring Individual Education Plans

**June**
Review year progress
give advice for next year’s
teacher

**September**
Identify, and establish
need, set SMART targets
with Teacher & TA

**Spring Parents’ Evening**
Share adjustments & progress
with pupils & parents

**February**
Review objectives, provision &
adjust IEPs in the light of
progress and continued need

**October**
Agree IEP objectives & provision
with parents & children.
monitoring arrangements set up

**Autumn Parents’ Evening**
Share targets, progress &
strategies with parents

**Individual Educational Plans**
Children have special educational
needs if they have a *learning difficulty*
which calls for *additional educational*
*provision* to be made for them.”

Code of Practice 2001
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Able, Gifted & Talented

1. Identify Need
- Discuss with Inclusion Manager, class teacher, parent and pupil.
- recognise underachievement and address it

2. Identify learning opportunities
- Wave 1 differentiation provision
- Extra curricular activities,
- support, guidance, encouragement, learning opportunities to promote challenge and stimulation
- Extension work

3. Monitor Pupil Progress
Smart targets, book scrutinies, extra provisions and evaluation of provision, assessment

4. Monitor, Review, Evaluate and Adjust
September
January
June

Supporting pupils deemed as Able, Gifted & Talented
Clearly performing at a higher level than their peers
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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 formulate the provision map for interventions across the schools, thereby ensuring 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.

Adoption date: October 2014
Approved annually by Governors in the Autumn meeting - Oct 2018