



Rosehill Junior School

SEND & Inclusion Policy



Rosehill Junior School SEND Policy

Rawmarsh Rosehill Junior School, prides itself on providing an inclusive, engaging and safe learning environment for all its pupils. Here at Rosehill, we value the achievements and enrich the abilities of all our children whilst committing to providing the best possible environment for learning, for each child. It is important to us that our children develop the foundations to lead them into adulthood and be successful in all they do as confident individuals with essential life skills. We believe that this policy should be an overarching one that is true to the school's vision and aims. It makes clear the importance of leadership and the culture within the school as well as policy into practice. It is the aim of the policy to support the 5 outcomes of Every Child Matters. It promotes strategies of:-

Being Healthy

Children will be supported through a variety of measures to ensure that they are mentally and emotionally healthy.

Staying Safe

A safe and secure environment is provided to enable all learners to achieve their full potential.

Enjoy & Achieve

We ensure that all children have access to High Quality First Teaching and access intervention programmes that enable all pupils to achieve their full potential regardless of educational need. We offer an environment where all pupils regardless of any physical disability can access the social and educational aspects of school. Encourage and support inclusive learning, gender, culture, academic, social and emotional needs. Ensure pupils with EAL have equal opportunities to achieve and reach their potential.

Making a Positive Contribution

Where possible involve children in decisions about their future role in school. Encourage and model positive behaviour in school and the community which shows respect for others. Provide confidence raising opportunities which enable children to deal positively with life changes and challenges.

Achieve Economic Well Being

Provide children with the preparatory life skills to enable independent living and economic well being.

Inclusion Statement

There is a diversity of special needs across all mainstream schools including learning, health, behavioural, emotional and physical needs. Pupils for whom English is an additional language may require specific language support to access the curriculum. It must be remembered that this is not a special educational need in itself but is

recognised as an additional educational need which must be supported within the classroom.

We aim to provide for pupils who are working above age-related expectations and recognise that they may need special provision in order to cater for their specific needs.

We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. Inclusion is a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities whilst simultaneously getting rid of discrimination and intolerance. In education 'inclusion' describes a child's right to access mainstream education alongside their peers. Inclusion is about providing equal opportunities for all children. This means that all of the following groups have the same rights:

- children who need support to learn English as an additional language
- children with additional educational needs
- children working above age-related expectations
- children who are looked after by the local authority
- children with disabilities
- children with medical conditions
- children with additional SEMH needs
- children at risk of exclusion

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Quality First Teaching

At Rosehill Junior School, we believe that high quality teaching results in effective learning. We acknowledge that children have different learning styles which are taken into account when lessons are planned and resourced. We aim to give all children the opportunity to access the curriculum at their level, succeed and reach high levels of personal achievement, develop confidence and flourish and grow.

This universal support means that we can meet the needs of most children in the class through effective teaching strategies including memorable opportunities, active learning and differentiation. Staff aim to include visual, auditory & kinesthetic elements in each lesson. Lessons have a clear question for learning (QfL) that is shared with the children. Every lesson clearly links to previous and future learning. Teachers provide opportunities for pupils to self assess their learning and peer review. They use modelling and effective questioning to support and extend learning. They involve all pupils in the lesson and

expect high standards of behaviour, recognising the importance of building positive relationships with children.

Teaching and learning is based on our knowledge of the children's level of attainment and focuses on identifying the next steps that children need to develop in order to progress and succeed. All lessons are carefully scaffolded to take into account the individual learning needs of each child. At times, learners may encounter barriers to learning which could have an impact on their learning and attainment. Children's progress and development is measured and analysed through effective teacher assessment, testing and using a system (Arbor) that provides early identification of children who require additional support through intervention. From this we will also be able to identify any children who may have special educational needs.

Special Educational Needs and Disabilities

Whilst the majority of children at Rosehill Junior School make good progress through access to quality first teaching, we recognise that some children may require additional support to catch up and keep up. This might take the form of additional adult support, interventions or appropriate resources. Termly pupil progress discussions held with SLT often identify learners whose rate of progress has stalled and these children are added to the provision maps for the next term. If a Special Educational Need or Disability (SEND) is recognised, we will meet with the parents / guardians of the child to discuss our concerns and plan a programme of support together.

Each class has provision maps, where all children, including those with additional learning needs, are identified. Special Education Needs and Disabilities may include specific difficulties such as dyslexia, dyspraxia, dyscalculia, Autism Spectrum Conditions, Sensory impairment, ADHD or Mental Health Needs. In addition, children with speech and language difficulties or medical needs may be placed on the SEND register, where these impact on progress and attainment. School has a graduated response to such needs.

When a child's SEND needs cannot be met through quality 1st teaching and normal classroom differentiation, we may need to put in place provision which is additional to or different from that provided for their peers. At this stage (Classroom Support Stage), children will be placed on the provision map and will receive more specific differentiation and small group support. This might include interventions such as talking partners, Read Write Inc, catch up programmes or specific targets and adapted programmes or group interventions.

At the SEND Support stage, children are given an individual education plan (IEP) which uses advice from different agencies and might include Learning Support Programmes and/or, support from our wider Inclusion team. The outcomes of any intervention are tracked and monitored to ensure that children are receiving timely and high quality

support. Termly review meetings are held, involving parents, teaching assistants and class teachers and where possible, the child. At the SEND Support stage, other professionals are also invited. The results of any intervention are shared and new targets are discussed. Specialist advice will be sought wherever necessary.

Success Criteria

Pupil's success can be measured by:

- Their achievement of provision map targets.
- Progress up through the 'age related expectations'. (where children are working below National Curriculum year group expectations).
- Evidence of progress on our Arbor tracking system and assessment data.
- Improved confidence and raised self-esteem. More engagement in the classroom, evidenced by Class Teacher/TA
- By a reduction in the quantity of support they require in order to continue progressing. Evidence of successful independent learning.
- Achieving end of year expectations in the National Curriculum for their year group.
- Achieving or over achieving their SATs targets at the end of KS2

Celebrating the success of our child is something of a high priority at Rosehill. We celebrate the achievements of all our pupils in a number of different ways:

- Weekly Special Mention assemblies, where good work and effort are shared.
- Spin the Wheel attendance award
- Dojo Points and Dojo Reward activities
- Always Children - 2 children from each class are selected each week and rewarded with a special activity session.

Addressing Barriers to Learning

Here at Rosehill, we aim to meet emotional and behavioural needs through our nurturing provision, specialist inclusion team and well trained staff. We provide a calm and supportive environment for the most vulnerable of our children to meet their complex learning and /or behavioural / emotional/ social needs. Support is offered at Rosehill Junior school in a number of different ways. These include:

- Support for parents/carers
- Support for vulnerable children experiencing barriers to learning
- Developing social skills by providing positive role models through staff and peer group mentoring

- Ensuring maximum attendance for each child by working closely with families to ensure children attend school every day through close monitoring and effective communication
- Classroom based and/or withdrawn support for both individual and small group work
- Liaising with outside agencies to provide a coordinated approach to support parents and children, linking with safeguarding
- Targeted intervention groups provided by the inclusion team - including Lego Therapy, Time to Talk and along with a number of other interventions.

At times, there may be a need to utilise specific interventions or strategies to support children to access education. Some examples of these can be found here in our [Positive Intervention Strategies](#) document.

We are committed to help children with English as an additional language (EAL) improve their ability to communicate in English. We seek support and advice where relevant and match our resources to the specific needs of individuals. Children who are EAL learners and who also have an additional SEND are helped in accessing their learning by a variety of methods alongside their peers, however, we recognise that EAL learners may have no additional learning need.

We aim to meet the individual needs of all children and provide appropriate challenge in all areas of the curriculum. We identify children's talents, natural curiosity and abilities and we monitor and assess these through careful analysis of Arbor data, as well as using the teacher's professional judgement. We provide enrichment and extension opportunities which are relevant to the needs of our children who are working beyond age related expectations in their year group. We recognise and support those children whose attainment or potential attainment may be greater than that of their peers and plan for mastery level questioning and challenge.

Some children, with or without SEND, may experience medical difficulties which impact on their learning. The school is committed to ensuring that they receive the appropriate care and support recommended by medical professionals. Any advice will be written into their individual SEND support plans or medical plans, and for more complex needs, a child will have an intimate care plan in line with the schools Intimate care policy.

Management & Support

Each member of the school has an important influence on the education and welfare of the child, however it is the class teacher's responsibility to ensure that the needs of all the children are met. The role of the SENDCo is to coordinate support for children on the SEND register. The SENDCo will usually become more closely involved when a child moves to the SEND Support Stage, but is a source of support and expertise for the class teachers at earlier stages. The SENDCo can advise on appropriate targets and

interventions to meet learners needs and will maintain an overview of the SEND register for children at both SEND Support and classroom support. All records are considered to be confidential and are only accessible to concerned professionals and parents. The Head teacher, Senior Leadership Team and SENDCo will review the needs of the teaching and support staff and provide CPD via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning additional training. The school's governors have statutory responsibilities outlined in the Special Needs and Disabilities Code of Practice. They are responsible for providing a named Governor responsible for SEND provision.

Outside Agency (External) Support

We have close links with outside agencies and recognise the importance of effective multi-agency liaison.

- We liaise regularly with Inclusion Support Service, Educational Psychology Service, Speech and Language Therapy, School Nurse & Social Care when needed.
- The Educational Psychologist and Inclusion Support services are in school regularly.
- The SENDCo has termly planning meetings with outside agencies where cases are discussed and dates set for observations and/ or review meetings. Referrals are also made to Child and Adolescent Mental Health Service, Child Development Centre, SaLT & the Early Help team when appropriate. Support is also given to parents/carers in these areas if required.

When an SEND child has wider issues which involve Health, Social Care or Housing, they may require an assessment through Early Help. The SENCo is committed to promoting a holistic approach to information sharing for SEND children, in order to create the "team around the child" package of intervention appropriate to the child and family's needs. The SENDCo will liaise with the Designated Safeguarding Lead, Head Teacher and Safe team to ensure that all accurate information is passed on to the relevant agencies.

Accessibility

The SEN and Disability Act 2001 makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability. Rawmarsh Rosehill Junior School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable. The school buildings are accessible by ramps. The buildings have disabled toilet facilities. The school has a number of staff qualified in First Aid and able to administer medication with parental permission.

Working with Parents

Positive parental/carers involvement is important for the success of all children but it is particularly important for children with Special Educational Needs or Disabilities. Parents/carers know their own child better than anyone and we feel that their views, along with the views of the child, are vital and extremely important to the success of any support package. In accordance with the Code of Practice, parents/carers are involved right from the initial stages. They are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, but we also maintain an open door policy, whereby parents can speak to the SENDCo or class teacher and share any concerns they may have. We hold termly Parent/Carer Consultation meetings, where class teachers and parents/carers share information and discuss individual children's needs. We also offer informal meetings where we discuss intervention or catch up programmes, meet the teacher appointments and also . Pupils are given the opportunity to express their views and comment on their success. Regular meetings are held to provide information to parents at specific times in their children's lives. i.e. transition between Key Stages, SATS, school trips.

Complaints

If any parent feels that the school is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Headteacher, Governing board or Local Education Authority.

Policy Review

Rawmarsh Rosehill Junior School Inclusion Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes the policy will be reviewed annually.

Date policy last reviewed: 1st February 2024

Signed by:

Adrian Hayes

Headteacher

Date: 1st February 2024

Chris Oxe

Chair of Governors

Date: 1st February 2024