Inclusion Matters…Because every child matters

Inclusion at Barwell C of E Junior School

2026 - 2027

The Great Barwell Compass

Inclusion Matters…

Because every child matters

Inclusion in our school

As you enter our school, we have the following quotation: 'Whatever your background, disability, gender, identity, learning difficulty, nationality, religion or sexual orientation, you are the person God made you to be. Everyone is different, everyone is equal'. We take the Equality Act 2010 extremely seriously and actively promote and educate all of our children about everyone's responsibilities in regards to this so that **Everyone is Welcome in our School**. So all visitors know where we stand, the following sign is on our entrance door:

'By entering our school you are agreeing to treat everyone with dignity and respect as people created in the image of God'



Of course, Inclusion is much more than this. Our school should not just welcome all but also work actively to ensure that all are included and the best outcomes achieved for all connected with our school. Our whole school vision sets out what we aim to achieve:

Love thy neighbour in a flourishing school community. A community with Jesus' protective love at heart, celebrating diversity with the highest expectations for all, both academically and behaviourally. A community that puts physical and mental wellness at its heart. A loving, knowledgeable community building a rich, challenging curriculum for all.

In order to achieve our vision, we understand that some children and families will need more than others. This will not be just those children who have an identified Special Educational Need. Many children at different times may need an enhanced Inclusion offer to enable them to receive the best out of our school. We need to actively ensure that we embrace the ethos of the Equality Act 2010, not only in preventing discrimination of children and families of protected characteristics but also to promote an inclusive community for all to thrive.

Our Inclusion Promises

We need a really clear pathway to ensure inclusion for all, especially those most at risk from being marginalised. Having worked with the Autism Education Trust, we have used their Eight Principles of Good Autism Practice to develop our own inclusion promises that will guide our work in this area.

Our 8 Barwell Belonging Promises

We will work diligently to deliver on the following promises:

Understanding the Individual

BBP1: We will understand the strengths, interests and needs of each child who needs additional support
BBP2: We will enable the children to have a voice and influence decisions that affect them

Positive and Effective Relationships

BBP3: We will work closely with families and other agencies
BBP4: We will develop our knowledge and understanding so that we are as effective as possible

Enabling Environments

BBP5: We will put Inclusion at the heart of all of our leadership decisions, policy and practice
BBP6: We will create an ethos within school that embraces inclusion for all

Learning and Development

BBP7: We will use assessment effectively so we know the impact of our work
BBP8: We will adapt our curriculum, teaching and learning approaches to enable all children to succeed

Our Eight Barwell Belonging Promises will directly impact on the way that we organise and deliver for children with Special Educational Needs. The remainder of this policy sets out specifically our policy for Special Educational Needs:

Our vision for SEN

Below is our vision for SEN within our school. All aspects of what we do in school should help us to achieve this vision for our children with SEN.

Inclusion matters…because every child matters. We want our children with SEND to achieve exceptionally well by having high expectations of them and being ambitious for what they can achieve. We will do this by being meticulous about identifying their needs and responding to data. We will listen intelligently to the children, their families, school staff and external agencies so that we become a real team around each child. We will provide a wide, rich set of experiences, alongside an ambitious, well thought out curriculum that enables children to lead fulfilling lives and be prepared for their transition to Key Stage 3.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

We have an Inclusion Matters Team! Here is who is who and what they are responsible for:

We have an Inclusion Matters Team! We believe that this important area of education should not be delegated to one person in isolation but rather should be a team effort. We work closely together for the individual needs of each child. Here is our team:

Mrs Rudland:
Mrs Rudland is our SENDCo for our school. She works with relevant members of staff in school to ensure that the correct provision is in place for all of our children with special educational needs and disabilities. She also liaises with external professionals to provide guidance to teachers and support children and families. Mrs Rudland also has a specific responsibility for Looked After Children and previously Looked After Children. She also leads on our strategy to support disadvantaged children.

Jodie Robinson:
Jodie is our Family Link Worker. Her job is to work with families to ensure that our provision supports the needs of the whole child and is also our Senior Mental Health Lead. She takes a strategic lead in our pastoral support.

Miss McGlynn:
Miss McGlynn supports children with high needs behaviour within our school. Her job is to work with our children to make sure that they feel safe and secure and are showing the correct behaviour for learning.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Mr Paul Bromiley (pbromiley@barwellacademy.org)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- determine the strategic development of the SEND policy and provision within the school
- Work with the governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCOs have enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting outcomes
- Given a voice at review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

If a member of staff or family member raises a concern about a child's needs, it is passed onto Jodie Robinson as the Designated Safeguarding Lead (DSL). She will decide if this is a safeguarding concern or another type of concern. If it is a SEND need, she will ask the class teacher to initiate First Steps.

First steps:

First steps is where a class teacher puts in place some additional strategies to help a child with their learning and/or social and emotional needs. Families will always be contacted and informed when First Steps is initiated.

Assess:

If a child continues to be a concern because:

- their progress is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers or widens the attainment gap

an assessment of their needs will be undertaken and they will be placed on the SEND Record. We take information from lots of sources for the assessment. For example, the SENDCo will observe in class, in any interventions and in a child's free time. The SENDCo will also ask the child's family for their views as well as the child in question. They will get as much feedback as well as looking at outcomes from assessments. This all builds up a picture of each child's needs.

Plan:

Once all of the assessment information has been collated, a Team Around the Child (TAC) meeting will be arranged in school. The family, the class teacher, the SENDCo and possibly the Family Link Worker will attend. Children do not attend these meetings as it can be very uncomfortable to sit with a group of adults all discussing you! Children's views are represented though. As a team, everyone will then formulate a plan which documents what are the child's needs, what outcomes do we want and when, and what provision needs to be in place to secure those outcomes.

Do:

A class teacher is then responsible for putting the plan into action. Where there are additional interventions outside of the classroom, the class teacher will liaise with the SENDCo and Intervention Lead to ensure that provision is in place.

Review:

After a term, the plan will be reviewed. A further assessment will take place to feed into the review. The Team Around the Child will see how effective the provision is and decide whether we need to provide more support or whether what we are doing is effective. Therefore, while children are on our SEND record, we will ask families and children with SEND their views every term.

As we progress through the Assess, Plan, Do, Review cycle, we will make decisions on how best to help children to achieve. This may involve including outside agencies, for example, Discovery's EPIC team of Educational Psychologists, Autism Outreach Service, Speech and Language, Early Help and so on.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using outcomes on standardised tests
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Quality Assurance cycle
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission and accessibility arrangements

Admission arrangements

Please see our Admissions Policy for full details

Accessibility arrangements

Please see our Accessibility Plan for full details

Complaints about SEND provision

We sincerely hope that families feel fully involved in our work to support children who have SEN. Families have the opportunity to give their views and participate in TAC meetings every term. However, if you are ever concerned or feel that we are not doing well enough, please get in touch with us. If you feel that we have let you down and need to complain, then please either put it in writing and hand to the school office for the attention of Mr Ben Solly (Director of Mainstream Education at Discovery).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, contact SENDIASS (https://sendiassleicestershire.org.uk/parents-carers-and-children) who give full details and support.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our Inclusion policy. We will do this by evaluating our progress towards achieving our Eight Barwell Belonging Promises for each child who needs them.

Monitoring the policy

This policy will be reviewed by Mrs Olivia Rudland **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Links with other policies and documents

This policy links to the following documents:

- SEND information report
- The local offer

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy