



Inclusion Policy

“Everyone who works with children should do what is in the best interests of the child.”
Article 3 United Nations Rights of the Child

What does inclusion mean to us at Trinity School?

Article 28 - Every child has the right to quality education and learning.

Staff at Trinity School are committed to ensuring that every child accesses their right to a quality education and learning experiences to achieve their full potential, both socially and academically. We value the unique contributions from all children which in turn enriches our school community.

Inclusion honours the diversity of all pupils, ensuring that they are able to attend, are supported to learn, contribute and participate fully in their learning.

At Trinity, inclusive education allows all students to learn and grow side by side, feeling safe, valued and respected while fostering a sense of belonging. The benefits of having an inclusive school and classrooms are not just to support individual children but allows all children to thrive irrespective of our differences. This is achieved through effective and efficient adaptive teaching.

Children's definition of inclusion at Trinity Primary School:

Trinity School values, celebrates, and learns about differences with kind curiosity. At Trinity, we work together, helping people and ourselves. Everyone is welcome, there are no outsiders. All members of our school community have a voice and the right to be heard. We listen to all opinions.

Our brains all work slightly differently; we also feel differently about things. That is OK at Trinity. We all have the right to be safe and feel safe. Each person's learning method is unique, they may need help in a way that suits them.

All school procedures are in line with the Special Needs Code of Practice, Jersey (May 2017).

Aims

We aim to provide a system which:

- identifies pupils with Special Educational Needs;
- supports all pupils in working to achieve their full potential;
- involves the child in identifying ways to support their learning;
- informs and works with parents and carers;
- creates a supportive environment where children feel safe to learn;
- is non-discriminatory;
- tries something new if an individual's needs are not being met (a graduated approach)

Principles

Trinity School recognises the following principles:

- Every teacher is a teacher of SEN - the class teacher has overall responsibility for the planning, assessment and progress for any child in their class. They are the first identifier of and provider for a child with special educational needs;
- High quality, adaptive teaching, including differentiation, will reduce the number of pupils who require interventions;
- A child has special educational needs if: 'the child has a significantly greater difficulty in learning than the majority of children of the child's age' (Education (Jersey) Law revised in January 2007);
- Pupils and their needs are individual;
- Pupils with special educational needs require strategies and teaching approaches which may differ from those being used with the rest of the class;

- Consultation and communication between the teacher, Learning Support Assistants, parent/carer, pupil, and SENCO is essential;
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

Procedures

Inclusion Register and definitions:

All children with SEN should be entered on the Inclusion Register under one of the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Within those areas more specific terms such as speech and language difficulties, specific learning difficulties, autism, ADHD etc... might be used if known and helpful.

The Inclusion register is to be updated termly by the SENCO, using SIMs. A child will be placed on the register if they have a Record of Need, or they have a diagnosis that requires consistent consideration and/or they are having specific and focused targets or interventions related to their needs.

A child can be removed from the Inclusion Register if they are no longer receiving specific support or it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. For some children it is possible that they will dip in and out of additional support throughout their school experience.

Identification and graduated response

The process for identification of pupils with special needs is outlined in the **Trinity SEN Support Graduated Approach and Identification** document (appendix). The process is in line with the Jersey Special Needs Code of Practice (Jersey 2017), works through the Graduated Response and is guided by the 'Ordinarily Available Provision' document.

Pupils with special educational needs will be identified through the following:

- identification and support in the first instance by their class teacher;
- through class assessments;
- analysis of PIRA, PUMA and unaided writing;
- analysis of Special Needs assessment tools;
- identification through discussion at Pupil Progress or SEN Meetings;
- identification by SLT / subject leaders when analysing data and progress of children;
- discussion with pupils and their parents;
- reports from other schools when children transfer.

These will be used to build up a picture of a child's needs over a period of time and should be carried out in conjunction with parent / carer whenever possible.

At school our primary aim is to try to diagnose and address needs, not identify conditions or labels.

The SEN and Support pyramid (appendix) sets out the waves of support in Trinity School and summarizes the procedures in each wave.

Wave 1 - quality first teaching for all children

- The class teacher is responsible for meeting the needs of all children.
- The class teacher provides examples of the strategies and techniques they use on the class provision map.

Wave 2 - additional teacher monitoring and support (ATM)

- High quality teaching, personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Individuals might have specific targets, strategies and/or class-based support in place. This might include general class TA (if available) or other adult support (e.g. volunteer reading).
- This would also include booster or catch-up groups and programmes.
- An Individual Learning Passport is used to identify and record strategies and approaches used for pupils within the class. These might include – specific differentiation of the curriculum, resources used, adaptations to the environment and learning strategies within their classroom. The passport will be updated termly. This will help ensure that information will be transferred to subsequent year groups.
- Also included on this is any support received by an adult, both interventions from school staff and any extra support from volunteers.
- The class provision map is updated termly.
- Any pupil who is not making progress despite the use of individualised strategies over time, may be referred to the Special Educational Needs Co-ordinator (SENCo) for support and advice on setting appropriate targets or providing appropriate intervention support.
- Reporting to parents at this wave is in line with the usual school system.

Wave 3 – extra SEN support (K)

- SEN support is initiated:
 - Where individuals are having specific and focused targets or interventions related to their needs.
 - A special educational need has been identified and it is important for strategies, approaches and progress to be carefully monitored.
- These pupils will be included on the school's Inclusion register and parents will be informed.
- An Individual Learning Passport will be in place with strategies, targets, and pupil voice. This will be reviewed and updated at least termly.
- Reporting to parents at this wave is as per the school system with additional updates regarding targets and interventions.
- Outside professional advice and support might be sought, if appropriate.
- All pupils on the inclusion register will have an Individual Learning Passport based on the **Assess, Plan, Do and Review Cycle (graduated approach)**.
- This requires the class teacher, with the SENCO support if necessary, to:
 - Assess – use relevant assessments to identify the needs of the child,
 - Plan – list these needs and plan strategies/approaches to support them, including targets if appropriate. This might or might not include specific interventions
 - Do – carry out the plan within the class setting or carry out the intervention
 - Review – regularly review and update the assessments, stating any progress made and changing plan accordingly.

Wave 4 - Exceptional Action (EA) or Record of Need (RoN)

- In this wave a high level of support is required for a pupil to access learning.
- The pupil will be recorded on the Inclusion Register.
- It will normally arise out of extended interventions and will involve other professionals, including an Educational Psychologist.
- **Exceptional action** will be applied for if a child is requiring over and above the 15 hours of support recommended in the OA Document.
- The outcome might be to be given extra funding for support or to be offered advice on what action to take next. It might lead to a 'Record of Need'.
- A **Record of Need (RoN)** is decided by an SEN panel and is put in place where Exceptional Action assessment indicates that the Education Department (rather than the school) needs to specify a child's special educational needs and arrangements to address these.
- A Record of Need is subject to Annual Review.
- In this wave an individual timetable and Individual Learning Passport be in place and will be reviewed/updated half termly with regular targets set and reviewed. This will be transferred to the RoN by the SENCo.
- There will be regular contact with parents, with at least half termly updates.

Interventions and support

- Support will be allocated throughout the school according to the identified needs and the level of these needs. The needs of children with a Record of Need (RoN) will be considered first and then other available support will be allocated accordingly. This means that it will not be shared evenly between classes.
- All interventions will be mapped out in Class Provision Maps and noted on Individual Learning Passports.
- Interventions will be allocated for a set period of time and then reviewed.
- Support may be given individually or in groups either within class or by withdrawal.
- Support may be offered in any area including behaviour where there is an identified need.
- Wherever possible, children should not be withdrawn from the core subjects of English and Maths (unless it is to support the learning relevant to that lesson).
- Data should be collected and recorded at the start and end of an intervention to show progress and effectiveness.
- LSAs (or other adults) should be aware of the targets and needs of the child they are working with.
- Where possible and appropriate, LSAs should not just be used as a teaching resource for low-attaining pupils. They can do whole class or high ability support, freeing up the teacher to work with those in most need.
- Parents should be notified of interventions by letter/email.

Record keeping

- Class provision maps and Individual Learning Passports are working documents throughout the year that should be reviewed and added to regularly.
- Individual Learning Passports/plans are printed at the end of the year and put in the child's file.
- Individual record folders for pupils with Special Educational Needs are stored in a locked filing cabinet in the Deputy Headteacher's office. The SENCO also keeps a copy of all relevant information sent from outside agencies.
- Older records for pupils are stored in a locked filing cabinet in the secretary's office.

Reporting

- All children's learning and progress, regardless of whether they have Special Educational Needs, is communicated to parents through two parent consultation sessions and an end of year report.
- Contact for parents of children with Special Educational Needs will be:
 - **Autumn Term consultation:** Class teacher to discuss, review and update Learning Passport and targets with child and then discuss it with parents at this meeting (an earlier meeting might be appropriate in some cases);
 - **Spring Term consultation:** at parent consultations sessions targets and progress to be discussed;
 - **2nd half Summer term:** a completed copy of the ILP will be sent home with the end of year report.
- Short letters or e-mails will be sent out to parents throughout the year that informs them of any intervention/support that they are currently having. This will include the target/s that they are working on.
- Additionally, meetings and check ins with progress are advised throughout the year and recorded on the provision map.

Monitoring and Review

The SENCO will monitor the provision of support for pupils with special educational needs throughout the school by:

- Offering weekly SEN 'drop in discussion' meeting slots for any staff members that wish to discuss children or areas of inclusion/SEN
- overviewing the work of support staff.
- reviewing the **Assess, Plan, Review and Do Cycle**;
- monitoring provision mapping and individual learning passports;
- monitoring pupil progress, test results and the impact of intervention;
- meeting with pupils;
- providing access to CPD opportunities for staff.

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Reviewed by:
Sally Sleath, May 2023
Sally Sleath January 2024