



EXCELLENCE • LEARNING • LEADERSHIP  
ST JOHN'S & KING RICHARD  
SCHOOLS FEDERATION

# King Richard School Inclusion Policy

Philosophy	Principles	Procedures	Performance
<p><b>The school community believes that:</b></p>	<p><b>The school intends that:</b></p>	<p><b>The staff will achieve this in the following ways:</b></p>	<p><b>This will be monitored using these indicators:</b></p>
<p><b>All pupils are the shared responsibility of all staff.</b></p> <p><b>All teachers are teachers of pupils with Special Educational Needs</b></p>	<p>In the light of the school aims and current legislations, all staff will adhere to school policy on how it can meet the needs of pupils with a wide range of special educational needs (SEN)</p> <p>Teachers, with the support of the Learning Support Dept (LSD) and Educational Psychology and Advising Specialists (EPAS) will share responsibility for all pupils in the context of whole school provision.</p> <p>The Mobility co-ordinator, and the SENCO, will anticipate and plan for the entry of any new pupil, ensuring that the learning environment and other facilities are as personalised as possible.</p>	<p>All departments will contribute to the completion of provision maps and ensure that Wave 1 provision happens in their classroom.</p> <p>All stakeholders will be consulted in an SEN audit to help Learning Support identify pupils requiring Wave 2 and Wave 3 support.</p> <p>Regular communication will take place between form/subject teachers, learning support assistants (LSAs), the SENCO, the Inclusion Manager, Parents and pupils.</p> <p>All staff will have appropriate access to information about pupils with SEN</p>	<p>Provision maps</p> <p>Lesson observations</p> <p>Faculty Reviews</p> <p>Minutes of meetings</p> <p>Pupil records</p> <p>Pupil and parent feedback</p>



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<p><b>All pupils are entitled to a broad and balanced curriculum which is personalised to allow each pupil to make maximum progress</b></p> <p><b>Teaching and learning will be informed of and sensitive to the needs of all learners and recognise different routes to achievement</b></p>	<p>All teachers will differentiate when necessary within all planning</p> <p>Appropriate support will be available for students, including adaptations to the environment</p> <p>The curriculum will reflect the needs of the current school community and will contribute to community cohesion</p> <p>The curriculum will be planned to promote independence</p> <p>Appropriate support will be provided to support pupils to access assessment and examinations.</p>	<p>The Learning Support Dept. (LSD)/Educational Psychology and Advising Specialists (EPAS) will offer advice on differentiation and strategies for meeting needs and preparing differentiated materials</p> <p>Students will be supported whenever possible alongside their peers</p> <p>Homework clubs will be available for pupils who require this support</p> <p>The SENCO and Exams Officer will work with other appropriate staff to request access arrangements for tests.</p>	<p>Differentiated schemes of learning, changes to the curriculum over time</p> <p>Pupils' work</p> <p>Attainment and progress shown by tracking</p> <p>Analysis of support to individual pupils</p> <p>Exams/test arrangements</p> <p>Planning</p>



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<p><b>All pupils are different and are equally valued</b></p>	<p>All pupils are included as fully as possible in the educational and social life of the school</p> <p>A range of support strategies are employed. Support is targeted at developing independence</p> <p>School tries to remove all barriers to attendance and punctuality (see Behaviour and Attendance policy)</p> <p>Inclusion strategies extend beyond SEN to include other groups of vulnerable learners, eg, children and young people with English as an additional language, victims of bullying, pregnant teenagers, students whose parents are deployed/out of area etc.</p>	<p>Students will only be withdrawn from learning with their peers for specific educational or social purposes</p> <p>All staff will offer personalised approaches and Wave 1 provision within Quality First Teaching</p> <p>All pupils will be encouraged and, where appropriate, supported to join in extra curricular activities</p> <p>MOD Schools and external agencies (Educational Psychology and Advising Specialists, SSAFA) will be fully utilised to provide advice and support (see provision map for external agencies list)</p>	<p>Discussion with parents and pupils</p> <p>Reviewing level of participation by vulnerable groups</p> <p>Publicly acknowledging different types of success</p> <p>Data on attendance</p> <p>Targeted use of outside agencies</p>



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<p><b>There should be a flexible and focused continuum of provision for pupils with SEN</b></p>	<p>The SENCO will maintain an up-to-date list of children requiring additional and different provision because of their SEN.</p> <p>Children will be identified as Special Education Needs (SEN) support and by RIAISEN process.</p> <p>Efficient communication will take place with all outside agencies who may be available to support these learners</p>	<p>The Learning Support Dept (LSD) shall maintain records which will be continuously reviewed</p> <p>All students recorded as SEN will have their provision identified and clearly recorded on the SEN Intervention and Provision Map and on SIMs</p> <p>All students will have individualised targets in all subjects</p> <p>Some students will have IEPs, Provisions Maps or Personal Support Plans detailing additional provision</p> <p>Regular meetings will be held with pupils and their families and annual reviews held as required under the CoP</p> <p>Regular planning meetings will take place between staff.</p>	<p>Provision Maps or Personal Support Plans in place</p> <p>Wave 1 provision in line with Provision map or Personal Support Plan is identified in classroom practice</p> <p>Analysis of data and pupil progress and attainment, especially after a planned intervention</p>



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<p><b>Some pupils may need additional resources to meet their needs. This funding is fair and transparent</b></p>	<p>All pupils, including those with SEN, will have individualised targets in all subjects so they know what to do to improve.</p> <p>Provision mapping will be in place to ensure quality first teaching and early intervention and support for all pupils</p> <p>Additional SEN support will be costed and accounted for to ensure pupils needs are appropriately met.</p>	<p>Subject teachers/departmental staff will set appropriate individualised targets for all pupils, including those with SEN</p> <p>Provision maps will be circulated to all staff, shared at review meetings and on the school SIMs system so that staff, pupils and parents know what provision is available</p> <p>The SENCO will ensure planned interventions or programmes of work take place</p> <p>Appropriate advice will be sought as pupils move to SEN RIAISEN 3.</p> <p>The SENCO will have the expertise to make a referral for Service Children's Assessment in Needs (SCAN).</p>	<p>SIMs Progress Monitoring/Observations/Senior Leadership Team (SLT) link meetings.</p> <p>Review and evaluation of interventions</p> <p>Consultations with parents and pupils</p> <p>Annual Reviews</p> <p>Records of support services involvement</p> <p>School's inclusion profile</p>



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<p><b>All staff should be aware of the differing needs of the pupils they teach and should be proactive in developing their expertise and their practice</b></p>	<p>Staff will be provided with appropriate training in line with the school's priorities.</p> <p>School will liaise with SSAFA and EPAS to access additional appropriate training for staff.</p> <p>Staff will receive regular updates on SEN legislation and policy.</p> <p>Staff will be made aware of the learning needs of the current school population, so that staff can respond positively to diversity.</p>	<p>SENCO will maintain SEN information and quick guides on the SEN Intervention and Provision Map.</p> <p>Reflecting provision for SEN throughout the school self-evaluation form (SEF)</p> <p>Using training materials to provide in-school training in SEN</p>	<p>Course attendance and dissemination to all staff</p> <p>Tracking of pupil progress to indicate impact of the training</p> <p>Classroom observations</p> <p>Pupil feedback</p> <p>Performance Management</p>



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<p><b>Parents should be involved as partners in their child's education</b></p> <p><b>Pupils should always be proactively encouraged to give their views on the quality of the learning experience</b></p>	<p>Parent's knowledge and views are utilised as fully as possible in assessing and meeting the learning needs of their child</p> <p>There will be Co-construction with pupils and their parents and their views will be respected and valued</p> <p>Parent's input will be encouraged in supporting their child's learning at home</p> <p>Systems will be in place which enable all learners to talk about learning from their point of view</p> <p>Parents know how to make a complaint if necessary</p>	<p>There will be an 'open door' policy for parents via phone or email, with the opportunity to make a further appointment for more detailed discussion</p> <p>Access to advice via the Children's Education Advisory Service (CEAS)</p> <p>Full engagement of parents in annual reviews/SEN meeting</p> <p>LSAs trained to ensure all pupils, regardless of their communication needs, can make their views known</p> <p>Making the complaints procedure transparent and available</p>	<p>Regular contact with families</p> <p>Parents written contributions at Annual Review</p> <p>Involvement of parents in policy review</p> <p>% attendance at annual reviews and Learning Review Days</p> <p>Pupil feedback through a range of mediums</p> <p>Complaints/feedback on pupils leaving forms</p>



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<p><b>Early and accurate identification of learners needs is essential to meeting their individual needs</b></p>	<p>Assessments are accurate and consistent across school</p> <p>Assessments are moderated internally and with other professionals beyond the school</p> <p>Tracking identifies under-achieving and under-attaining pupils</p> <p>Identified pupils receive timely intervention</p> <p>Pupils are involved actively in assessing their own progress and knowing what are the next steps to achievement</p>	<p>Effective transition arrangements</p> <p>Progress monitoring</p> <p>Use of assessment materials throughout school</p> <p>Statutory testing as appropriate</p>	<p>Analysis of test results</p> <p>Analysis of teacher assessments</p> <p>Analysis of progress of all vulnerable groups</p> <p>Reducing numbers of pupils at SEN Support</p> <p>Monitoring and evaluation of interventions</p>