

# Shirley Heath Junior School



## INCLUSION POLICY

### Special Educational Needs and Disabilities

Approved Date	October 2026
Review Date	October 2026

**Additions/changes are marked in red**

**~~Information to be removed is strikethrough~~**

## **SECTION ONE: The Rationale: Special educational needs and disability code of practice 2015**

This Inclusion Policy has been written in accordance with the Special educational needs and disability code of practice, 2015. At Shirley Heath Junior School, we will engage with parents and listen to the views and aspirations of children who attend this school. This must be an on-going process. We will do everything we can to meet children's needs. The link can be found below:

[SEND code of practice: 0 to 25 years - GOV.UK](#)

### **The School's Vision**

The SEND code of practice 2015 stipulates that:

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

We want our pupils to enjoy coming to school. We aim to excite and engage our children as learners. We want to foster pupil achievement and self-belief through the provision of a broad and challenging curriculum, developing individual skills, talents and interests so they know how to learn, and respond positively to the opportunities and demands of the rapidly changing world in which we live and work. We endeavour to promote the mental, emotional and physical health of all pupils, thereby enabling children to make healthy choices and lead a healthy lifestyle. Our vision is that Shirley Heath becomes a hub of the community – a place where everyone feels welcome, secure and valued. We wish to provide services and activities that help to meet the needs and aspirations of children, their families and the wider community. This Inclusion Policy has been written in order to contribute towards this vision for the school.

### **Mission Statement**

At Shirley Heath Junior School, special needs support is considered vital because it offers an opportunity to:

- Equip pupils with essential learning skills to promote an enquiring mind and a capacity to think rationally.
- Build on pupils' strengths, interests and experiences and develop their confidence to work independently and collaboratively.
- Value all pupils as individuals and cater for their intellectual, physical, creative and social needs.
- Promote equal opportunities and enable pupils to feel confident to challenge discrimination and stereotyping.
- Continue to develop collaboration between pupils, staff, parents, governors, the community and the Local Authority to continue to raise standards pertaining to all aspects of school life.

## **Inclusion Ethos of the School**

All children at Shirley Heath are entitled and expected to participate in all activities whether internal or external as appropriate. This includes school visits, residential visits and after school clubs. Subject Leaders and those who run clubs are expected to ensure that activities are open to and accessible for all.

## **Admissions**

In line with LA policy, the admission arrangements for pupils with special educational needs and disabilities that do not have a statement or Education, Health and Care Plan, is no different from any other child seeking admission to the school.

## **Definition of Special Educational Need**

A child has a special educational need if they have a *learning difficulty or disability* that calls for *special education provision* to be made for them.

(Special educational needs and disability code of practice, 2015)

*Difficulties related solely to limitations in English as an additional language are not SEN.* (Special educational needs and disability code of practice, 2015)

Special educational needs may arise from different difficulties such as:

- Communication and learning difficulties (specific learning difficulties including dyslexia, dyscalculia and dyspraxia)
- Social, emotional and/or mental health difficulties (SEMH)
- Speech, language and communication needs (SLCN)
- Sensory and/or physical needs such as hearing impairment, visual impairment and physical impairment

## **Cognition and learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, Emotional and Mental Health difficulties (SEMH)**

Difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Speech, language and communication needs (SLCN)**

Children may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Sensory and/or physical needs**

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who may require specialist support and/or equipment to access their learning.

## **Disability**

### **Children with a disability**

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

(Special educational needs and disability code of practice, 2015)

## **Fundamental principles of the Inclusion Policy:**

- A child with a special educational need or disability should have their needs met.
- Wherever practicable, the views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- All children should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

## **SECTION TWO: Organisation Roles**

### **Responsibilities of the Headteacher**

The Head teacher has overall responsibility and must be informed of all children's additional needs and the arrangements that are being made to meet them.

The Head will be involved, with governors:

- in determining appropriate staffing and funding arrangements
- advising and informing governors on issues
- ensuring that the school meets its responsibilities
- publishing information for parents
- appointing an Inclusion Manager
- referring children to the Local Authority for statutory assessment if required and contributing to school reports to such assessments

### **Responsibilities of the Governors**

The governing body must:

- Do its best to ensure that necessary provision is made for any pupil.
- Ensure that where the head teacher has been informed by the Local Authority that a pupil has SEN, those needs are made known to all that are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- Consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEN joins in the activities of the school, together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
- Have regard to the Special educational needs and disability code of practice, 2015 when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

### **Responsibilities of the Inclusion Manager**

The responsibility for the role of Inclusion Manager at Shirley Heath is held by Matthew Taylor. At Shirley Heath the key responsibility of the Inclusion Manager is to support the work of the SENCo and the SEN team. This can include deployment of teaching assistants.

### **Responsibilities of the SENCo:**

The responsibility for the role of SENCo at Shirley Heath is held by Anne Mills, **supported Bernice Ellis (Assistant SENDCo)**

At Shirley Heath the key responsibilities of the SENCo are to:

Oversee the progress of and provision for all children with SEN.

- Provide support for class teachers E.g. How to adapt their lessons to include children with SEN, how to meet the needs of individual children in their class
- Create, review and amend Pupil Profiles – detailing the individual needs of the pupil and their provision
- Co-ordinate provision for children with SEN - A graduated approach (Assess-Plan-Do-Review cycles)
- Support class teachers in writing Individual Education Plans (IEPs) – part of the APDR Cycles
- Manage the provision for children with Education and Health Care Plans (EHCPs)
- Maintain the records of all children with SEN
- Liaise with parents of children with SEN.
- Lead SEN review meetings, including Annual Reviews for children with EHCPs
- Ensure pupils’ views about their learning and progress are taken into account
- Work alongside the Senior Leadership Team (SLT) to monitor SEN across the whole school
- Organise, maintain and build resources e.g. for intervention, in the school
- Monitor the review of Needs Based Plans (for pupils with a diagnosis of autism)
- Manage the work of the Autism Lead, alongside the Inclusion Manager
- Liaise with external agencies including the Local Authority’s support and educational psychology services, health and social services and voluntary bodies.
- Attend (and give feedback from) SEN courses
- Contribute to the in-service training of staff
- Liaise with school transition co-ordinators and infant schools prior to children starting in Year 3; in order to understand the needs of the new intake
- Co-ordinate a transition programme for those children who need additional support to transition smoothly into Junior School
- Attend the New Intake Parents’ Evening in the summer term.
- Liaise with secondary teachers, Year Group leaders and/or SENCoS prior to Year 6 children starting in Year 7
- Co-ordinate a transition programme for those children who need additional support to transition smoothly to secondary school.
- Carry out other duties related to SEN as directed by the Inclusion Manager

### **Responsibilities of the Classroom Teacher**

Classroom teachers are at the heart of the four stages (Assess – Plan – Do - Review) of action. Support and guidance can come from the SENCo and other staff, including specialist staff.

- The classroom teacher is responsible for meeting the special educational needs of the children they teach
- The class teacher will make adaptations and adjustments to lessons – Universal Provision
- The classroom teacher must have high aspirations for all pupils
- With the support to the SENCo, class teachers will write IEPs, detailing targets and provision for children in their class
- The classroom teacher must seek parents’ and pupils’ views

The essential provision for children with SEN is high quality teaching, adapted to meet the needs of individual pupils. This is the class teacher’s responsibility and the expectation of the Inclusion Manager and SENCo.

If the child is still not making the expected progress, despite Quality First teaching, the SENCo will meet the classroom teacher and/or specialist advisory teachers and either advise teachers of resources available or arrange appropriate intervention.

Where a pupil is not making sufficient progress, the teacher will:

- Alert the SENCo
- Implement strategies discussed with the SENCo
- Determine targets in conjunction with the SENCo
- Monitor progress and feed back to the SENCo
- Guide and plan work in conjunction with the SENCo and support staff
- Contribute to the review process
- Attend Review Meetings with parents, the SENCo, outside agencies and the child, where appropriate

If the child is still not making the expected progress, the SENCo will meet with an advisory teacher/external professional for a more detailed assessment to be carried out and review the child's Pupil Profile

### **Responsibilities of Subject Leader**

The Subject Leader will:

- Advise colleagues on making appropriate provision within their subject for children with SEN

### **Responsibilities of Support Staff**

Teaching Assistants, working under the direction of the class teacher, the Inclusion Manager or SENCo will:

- Share responsibility for the education and well-being of the children in their charge
- Meet with the SENCo or Inclusion Manager to discuss any concerns or problems they may have with individual children. Where necessary, action to be taken will be disseminated to the class teachers
- Meet termly with the SENCo to discuss impact of intervention programmes
- Undertake appropriate training as directed by the Headteacher
- Give feedback on progress to the class teacher and/or the SENCo or Inclusion Manager
- Carry out intervention as directed

### **Parent Partnership**

At Shirley Heath Junior School, we recognise that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. We therefore seek to work **with** parents and value the contribution they make.

*For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. (Special educational needs and disability code of practice, 2015)*

It is therefore anticipated that:

- Parents, class teachers, support staff, the SENCo and the Inclusion Manager will work in partnership to support children with SEN.
- Parents and staff will keep each other fully informed on any issues pertaining to the child's educational progress.
- Parents and staff will have high expectations for the child set against a realistic background.
- Parents' views will be considered when deciding on steps to be taken to support their children.

- Parents are invited to attend any planned reviews with appropriate staff to discuss their child's progress and the way forward.
- Parent Voice is collected regularly and documented on Pupil Profiles.

### **The Child's Participation**

*Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (See Articles 12 and 13, The United National Convention on the Rights of Children.)*

At Shirley Heath, we recognise that children with additional needs have a unique insight into their own needs and capabilities

Children are encouraged to contribute their opinions as to the areas in which they feel they require support, and the best ways to achieve this.

**Pupil voice is collected formally and informally throughout the year and documented on Individual Education Plans.**

~~Pupil Voice is collected termly and documented on Pupil Profiles~~

## **SECTION THREE: Systems and Structures to support SEN**

### **Providing children with a broad and balanced curriculum**

Teachers plan and deliver lessons to meet the needs of the children in their class. They identify interests, strengths, aspirations, difficulties and any potential barriers to learning and use this information to consider what support the child needs to access the curriculum. All staff have high expectations and are committed to offering a broad and balanced curriculum for all.

Curriculum adaptations and adjustments are made through scaffolding and research-led quality first teaching, so that all children can access the vast majority of their learning in the classroom, alongside their peers.

Some children require more support than the universal, classroom adaptations in order to make appropriate progress. This is usually in the form of a targeted 1:1 or small group intervention. All interventions are specific, time limited and evidence based. In most cases, children accessing interventions will have an Individual Education Plan (IEP), detailing this additional provision. The range, type and intensity of interventions can also be reduced as a child's needs change.

Some children will also benefit from Fluid Intervention; this is same day, personalised support for a child linked to the morning Maths/Literacy lesson. It can include pre-teaching and/or preparing a child for the next lesson, or addressing any misconceptions or errors identified by the class teacher via ongoing assessment and marking.

### **Procedures for children with SEN**

#### **The Graduated Response**

All children on the SEN Register have an Individual Education Plan (IEP) detailing clear cycles of Assess-Plan-Do-Review. IEPs detail 1-3 SMART Targets and associated universal, targeted and specialist provision – **these are reviewed at least bi-annually in a collaborative meeting between the child's class teacher, SENCo and parents** (see website link for example) ~~per term.~~

~~Progress towards these targets is then reviewed and documented termly during a collaborative meeting between the child's class teacher, SENDCo and parents.~~

#### **Assessment Procedures:**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils at Shirley Heath Junior School.

In Year 3, all children will be assessed in Reading, Writing and Maths when they start at Shirley Heath. The results from these assessments, together with information from the infant schools (including SAT results, informal discussions with infant teachers and paperwork provided by the infant Inclusion Manager and LA), coupled with professional discussion about how well the children are performing in the classroom, will determine which children will be put on the SEN register.

All children in the school are assessed ~~on a termly basis~~ using NTS tests for Reading and Maths. Writing is teacher assessed using checklists for each year group. Individualised testing may also be used in some cases

to gain more specific information as required e.g. Salford Reading Test, Phonics Screener, High Frequency Words checks. The data from these assessments is used to target children in each year group for support in order for them to achieve their full potential.

Progress of all children will be monitored termly.

**New children joining the school.** When children join the school during the year, they will be assessed using the NTS Tests as above.

## **Stages of SEN**

### **SEN Support (K)**

When the SENCo or an infant school SENCo identifies that a pupil has SEN – the child will be added to the SEN Register (parents informed).

The class teacher remains responsible for working with the child on a daily basis. Curriculum adaptations and adjustments are made through scaffolding and research-led quality first teaching. The SENCo may also put supplementary interventions in place, providing targeting support to address an identified barrier.

SEN Support is reviewed on a termly basis as part of Assess-Plan-Do-Review Cycles. Progress is discussed during termly meetings with the SENCO, class teacher and parents. If a child is not making enough progress, is thought to have specific needs, or concerns persist, with the consent of parents, advice from specialist professionals is sought and implemented.

### **Education and Health Care Plan (E)**

A small number of children may not make expected academic progress despite the SEN support as above. In this event Schools or parents may consider requesting a statutory assessment. This education, health and care needs based assessment will help determine whether an EHCP is required. The EHCP is a legal document that enables provision to be made by Schools. This provision is in addition to and different from what is ordinarily available in a mainstream setting and more than the ‘reasonable adjustments’ required by every School for disabled children under the equalities act. The EHCP replaces the previous legal document which was known as a statement of special educational needs and the learning difficulties assessment (LDA). The EHCP is for children and young people aged 0-25 years with the most complex needs.

Ref: Solihull Local Offer for further details <https://socialsolihull.org.uk/localoffer/ehc-plans/>

## **Resources:**

### **Finance: Funding for SEN support**

#### **An amount of money for each pupil in the school:**

Shirley Heath Junior School receives most of its funding based on the total number of pupils in the school. This is the core budget for the school and it is used to make general provision for all pupils in the school including pupils with SEN.

**The school's notional SEN budget:**

Every school receives an additional amount of money to help make special educational provision to meet children's special educational needs. This is called the 'notional SEN budget'. The school can decide how this money is spent.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The formula usually gives more money to schools that have more children on free school meals and more children who are not doing as well as others in English and Maths. This provides a good guide to how many children with SEN a school is likely to have.

A small number of schools may find they have many more children with SEN than expected. This might happen where, for example, a school has a good reputation for teaching children with SEN. Where this does happen, the school can ask the local authority for additional funding.

**Top Up Funding for children with an EHCP:** The local authority where the child or young person lives should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

**ICT Management:** The school runs the SIMS program operated by the Office Manager. This is used to help create Pupil Profiles.

**Outside Agencies and Support Services:** The school uses the full range of outside agencies to support children including the Specialist Inclusion Support Service, SENTAA, Educational Psychologists, and Child Health and Welfare Services.

**Facilities for pupils with special educational needs and disabilities.**

*All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.*

(Special educational needs and disability code of practice, 2015)

Shirley Heath Junior School currently provides:

- Wheelchair access through the front door, Kids Club, Link entrance and 6 classrooms on the back playground
- Wheelchair accessibility around the entire ground floor, including 10 classrooms, library, hall, dining room, small group intervention rooms and offices
- A disabled toilet (including changing table) with alarm which rings in the office.
- Ramped access to school field
- Coloured and textured strips on the stairs, to support children with a visual impairment going up to the ICT suite
- ICT facilities to link an iPad to the teacher's board to assist children with a visual impairment
- 65-inch interactive touch screens in all classrooms and the ICT suite with eye care to reduce eye strain
- Carpeted classrooms which assist those with hearing difficulties.
- Fluidity with classroom/year group arrangements, allowing classes to be placed in the appropriate classroom to support the needs of individual children

- Contact with SISS re: borrowing individualised equipment as needed e.g. hoist, portable ramp
- Designated disabled parking spaces.

The school has the following related policies which can be referred to:

✓ **Equality and Diversity Policy**

✓ **Disability and Equality Policy and Accessibility Plan** <http://www.shirley-heath.solihull.sch.uk/policies/>

## **SECTION FOUR: Monitoring and Evaluation**

### **Consideration of complaints.**

Where there is cause for parental complaint, in line with school policy, Shirley Heath Junior School will make a graduated response. In the first instance, the parent should speak to the class teacher. If they feel their complaint has not been answered they will then speak to the SENCo and if then, if necessary, the Deputy Head teacher (who is also Inclusion Manager). The Headteacher should then be contacted, followed by the Chair of the Governors and finally make representation to the Governing Body.

In all cases a quick response will take the form of an acknowledgement on receipt of a written complaint, followed by a reasoned response which has been come to over time.

### **Staff Training**

In addition to her teaching qualifications, Mrs A Mills (SENCo) has a Post Graduate Certificate in Education (PGCert) in Special Educational Needs and Inclusion, and The National Award for SEN co-ordination (NASENCo), both from the University of Wolverhampton.

**Miss Bernice Ellis is the Assistant SENDCo; she is Level 3 trained in Good Autism Practice, has a PGCE in 'Teaching and Learning' and Qualified Teacher Status (QTS). Miss Ellis has been accepted to study her NPQ SENCo (start date pending).**

~~Mrs M Carter is the school Autism Lead – she is Level 3 trained in Good Autism Practice.~~

The SENCo will attend relevant courses and will feed back to the staff, lead staff meetings and provide INSET as appropriate. Specialist advisors may provide whole-school training to all teaching and support staff. Training and support will be identified for individual staff and will be conducted as necessary to meet the needs of children.

### **Transition**

As part of the transition procedures from infant schools to Shirley Heath Junior School, the SENCo will visit infant schools to discuss individual needs of children starting in September. Where Year 6 children are preparing to move on to secondary schools, the SENCo will meet with secondary SENCos and/or other staff to discuss the needs of the children they are expecting in September. This meeting will usually (but not necessarily) be at Shirley Heath.

### **Monitoring and Evaluating the success of Inclusion**

The progress of all children with SEN will be tracked through:

- Pupil Profiles, IEPs and Needs-based Plans
- Informal and formal assessments, at the end of units of work or termly testing.
- Informal discussions with class teachers.
- Reviews held with parents, teachers, outside agencies and the child.

Parents will be kept informed of their child's progress through reviews, informal discussions, Parents' Evenings and End of Year Reports. SEN Paperwork – Pupil Profiles, IEPs and Needs Based Plans are sent home to the child's parents following review/amendments.

