






Aston Hall  
Junior & Infant School

# INCLUSION POLICY 2024/25

**ASTON HALL  
JUNIOR & INFANT SCHOOL**  
Church Lane, Aston, Sheffield, S26 2AX

 01142 879811  [office@astonhallschool.org](mailto:office@astonhallschool.org)  [astonhallschool.co.uk](http://astonhallschool.co.uk)

**HEADTEACHER:** Mr S Holmes



WICKERSLEY  
PARTNERSHIP  
TRUST.

# INCLUSION POLICY INCLUDING SEND

At Astonwe believe that all children and young people are entitled to an education that enables them to make progress in order to develop their social, cognitive, cultural, emotional and physical skills to achieve their best and become confident individuals in an ever-changing society.

The whole team at Astonare committed to identifying and addressing the needs of pupils with Special Educational Needs/ Disabilities. From the Support staff delivering daily inventions, teachers planning and delivering a focused individualised curriculum to Middle leaders monitoring and evaluating all the way to the head teacher and the strategic responsibility to ensure the impact is met for these children. Throughout their learning journey, we will ensure that every child with Special Educational Need(s) and/ or disability receives the most appropriate package of support to meet their needs.

We believe that this policy should be an overarching policy, true to the school's vision and aims. It makes clear the importance of; leadership, the culture within the school, policy and practice. Our inclusion policy is linked to other school policies; teaching and learning, equal opportunities, disability equality, gender equality, health and safety, behaviour and anti-bullying, child protection, sex and relationships, racism equality and admission.

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**

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

Provide 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

At AstonPrimary School we work hard to ensure that every member of our school community – pupils, parents, staff and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. We expect all parents and visitors to understand and support our inclusive ethos.

What does Inclusion mean at Ashwood? 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 and getting rid of discrimination and intolerance. Inclusion in schools in education 'inclusion' describes the right of parents and children to access mainstream education alongside their peers. Inclusion is about providing equal opportunities for all. At Astonwe recognise there is diversity need within our community including learning, health, behavioural, emotional and physical. We aim to support our school community and set high expectations for every pupil.

Staff within the setting aim to plan stretching work for pupils whose attainment is significantly above the expected standard providing pupils who are Gifted and Talented with the right package and cater for their specific needs. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. We use appropriate assessment to set targets which are deliberately ambitious. Teachers will also take account of the needs of pupils whose first language is not English. Pupils may require specific language support to access the curriculum. It must be remembered that this is not a special educational need in itself but may or may not be associated with an additional special educational need. The team will monitor the progress and consider of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The team at Aston take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Part of our inclusion within our Multi Academy Trust of schools is that we recognise that Inclusion is completed by the importance of working as a team developing and sharing good practice throughout our primary and secondary settings.

This policy is in keeping with the school's aims, it's Teaching and Learning, special educational need and Equal Opportunity Policies

## **QUALITY FIRST TEACHING**

Without a doubt, quality first teaching and learning is vital and all students must have access to this. Aston provides, a multi trust wide, broad and balanced curriculum that facilitates this and supports our aim to ensure all children engage, wherever possible, in activities alongside each other regardless of any special educational need or disability.

At Ashwood, we believe that high quality teaching results in effective learning. We acknowledge that people learn in different ways and when planning, teachers consider the variety of learning styles pupils may have. We aim to give all children the opportunity to succeed and reach high levels of personal achievement. This universal support means that we can meet the needs of most children in the class through differentiation. Staff aim to include visual, auditory & kinaesthetic elements in each lesson. Lessons have a clear learning objective that is shared with the children. They are clearly linked to previous and future learning. Teachers provide opportunities for pupils to review their learning. They use modelling and effective questioning to support and extend learning. They involve all pupils and expect high standards of behaviour and recognise the importance of building positive relationships with children.

We base our teaching on our knowledge of the children's level of attainment and focus on identifying the next steps children need to develop in order to progress and succeed. All lessons are carefully differentiated to consider the individual learning needs of each child.

At times, learners may encounter barriers to learning which will slow their rate of progress and impact on their attainment. Our tracking systems will ensure early identification of these and we will consider whether there may be special educational need that we need to address.

Our staff have high expectations of all students, providing appropriate learning and teaching experiences within a positive pastoral framework. We aim to support students by nurturing an ethos of high aspirations, confidence and fostering in them the desire to achieve.

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Whilst the majority of children at Aston Hall make good progress through access to quality first teaching, we recognise that some children may require additional support to make progression. The whole team at Aston are committed to identifying and addressing the needs of pupils with Special Educational Needs/Disabilities. Support staff offer an additional adult support with appropriate resources (delivering daily interventions), teachers plan and deliver to support all with the individualised curriculum and Middle leaders monitor and evaluate this process. The Head secures the strategic responsibility to ensure the impact is met for these children. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.

Termly pupil progress discussions often identify learners whose rate of progress has stalled and these children are highlighted for support in 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 have vulnerable learner trackers, where children 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 have a graduated response to such needs.

Throughout their learning journey, the Aston team ensure that every child with Special Educational Need(s) and/ or disability receives the most appropriate package of support to meet their needs.

When a child's SEND needs are not met through normal classroom differentiation, we may need to put in place provision which is additional to or different from that provided for their peers. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this..

Within the classroom support stage, provision map targets may require to be more specific offering differentiation and small group support. This might include interventions such as, Talking Partners, Phonics catch up programmes or specific targets and adapted programmes for maths or group interventions for Speech and Language. At the SEND Support stage, a minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs. Children are given an individual provision map which will pull together advice from different agencies and might include Learning Support Programmes, Fisher Family Trust Literacy or other 1:1 package, such as specific speech and language therapy or Behaviour Interventions. 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. The SEND Support stage, offer the support from outside agency professionals. The results of any intervention are shared and new targets are discussed. Aston recognise that many children who are disabled may have little need for additional resources beyond the aids which they use as part of

their daily life. However, the staff plan lessons so that these pupils can study every national curriculum subject while assessing potential areas of difficulty addressing the outset of work.

## **Our policy for identification and assessment for all:**

We recognise that monitoring and assessing every pupil in all areas, including social development, by all staff is essential to understand the learning requirements of each child. Using this data, we ensure that learning is differentiated and suitably challenging. Within the school we have the following assessments, which help identify and plan support for learning:

- **Baseline Assessment**
- **Early Years Foundation Stage Profile**
- **Key Stage Test Results**
- **Phonics Screening and Phonics Assessments**
- **Reading Assessments**
- **Writing Assessments**
- **Maths Assessments**
- **Outside Agency assessments and feedback**
- **Half termly Pupil Progress Meetings**
- **Half termly analysis of data to identify needs and inform provision**

Also, consideration is taken from:

- **Their achievement of provision map targets.**
- **SNAP assessments**
- **Progress up through the trust 'I can' level indicators**
- **Evidence of progress on our Brom com tracking system.**
- **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.**
- **Achieving end of year expectations in the National Curriculum for their year group.**
- **Achieving or over achieving their SATs targets.**
- **We celebrate the achievements of all our pupils through specifically focused certificate assemblies.**
- **Weekly Special Mention assemblies, where good work and effort are shared.**
- **Half termly attendance awards.**
- **Sticker card certificates (Bronze, silver and gold and beyond)**

## **What would identify your child as requiring support?**

All of the information gained from the above will provide us with a picture of the strengths and weaknesses of each child. From this we will be able to identify any child who is falling behind expected levels of progress. Under these circumstances, teachers may need to consult the SENDCO to consider what might be done. If it was considered that action should be taken, parents would be asked to become involved at this point. This would happen where it is decided that the pupil needs help over and above that normally available in the classroom.

We recognise that every child is unique and that all children have strengths and weaknesses in different areas. However, the government requires that every child makes adequate progress at school. Adequate progress is defined as progress which:

- **closes the attainment gap between the child and their peers**
- **prevents the attainment gap growing wider**
- **is similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers**
- **matches or betters the child's previous rate of progress**
- **ensures access to the full curriculum**
- **demonstrates an improvement in self-help, social or personal skills**
- **demonstrates improvements in the child's behaviour**

## **ADDRESSING BARRIERS TO LEARNING**

At Aston Hall Junior and infant school, we aim to meet emotional and behavioural needs through our nurturing provision. Our Learning Mentor is based in the Learning Mentor Room, off the main hall. This room is equipped to provide a calm and supportive environment for the most vulnerable of our children to meet their complex learning and /or behavioural / emotional/ social needs. Learning Mentor Support is offered at Aston Hall Junior and infant school in a number of different ways:

- **Support for parents/carers**
- **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, including home visits when necessary**
- **Classroom based and/or withdrawn support for both individual and small group work**
- **Liaising with outside agencies to provide a co-ordinated approach to support parents and children, linking with safeguarding**

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 also have an additional SEND are helped towards accessing their learning by a variety of methods alongside their peers.

We aim to meet the individual needs of all children and provide appropriate challenge in all areas of the curriculum. We identify our gifted and talented pupils through careful interrogation of Brom com, trust 'I can' statements, Pira and Puma as well as using teacher's professional judgment. We provide enrichment and extension opportunities which are relevant to the needs of our gifted & talented pupils in all year groups. 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 SEND may also 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.

## 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 co-ordinate support for children on the SEND register. The SENDCo will usually become more closely involved when a child moves to 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 Inclusion 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 Headteacher, 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 considered when planning INSET.

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. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

## OUTSIDE AGENCY SUPPORT

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

- **We liaise regularly with Learning Support Service, Educational Psychology Service, Speech and Language Therapy, School Nurse & Social Care when needed.**
- **Our Speech & Language Therapist and Learning Support teacher 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.**

When a SEND child has wider issues which involve Health, Social Care or Housing, they may require an assessment through Early Help. This involves the completion of a Multi-Agency Referral Form (MARF). The SENDCo 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.

## 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 without justification.

Aston Hall junior and infant 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 staffs qualified in First Aid and able to administer medication with parental permission.

## **WORKING WITH PARENTS**

Positive parental involvement is important for the success of all children but it is particularly important for children with Special Educational Needs or Disabilities. Parents know their own child better than anyone and we feel that their views, along with the views of the child, are vital to the success of any support package. In accordance with the Code of Practice, parents are involved right from the initial stages. Parents 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 and 'Loose lips' termly SEND meetings whereby parents can speak to the SENDCo and share any concerns they may have. We hold termly Parent Consultation Days, where class teachers and parents share information and discuss individual children's needs. 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 Parent Partnership and the Conciliation services.

## **POLICY REVIEW**

Aston Hall junior and infant 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 on a two-yearly cycle.

Last updated Oct 2023