



Inclusion Policy

2024-2025

'All children and young people at Hollybush Primary School with SEND have access to high quality local provision that meets their needs.'

We are a small, welcoming and inclusive school at the heart of our community. We pride ourselves on our calm, friendly atmosphere which allows all children to flourish and achieve their potential. We take the time to get to know your child really well, their strengths, their interests and what makes them tick. We make sure that learning is exciting, challenging and fun and we design our curriculum so that children's social and emotional skills grow alongside their knowledge and understanding of National Curriculum subjects.

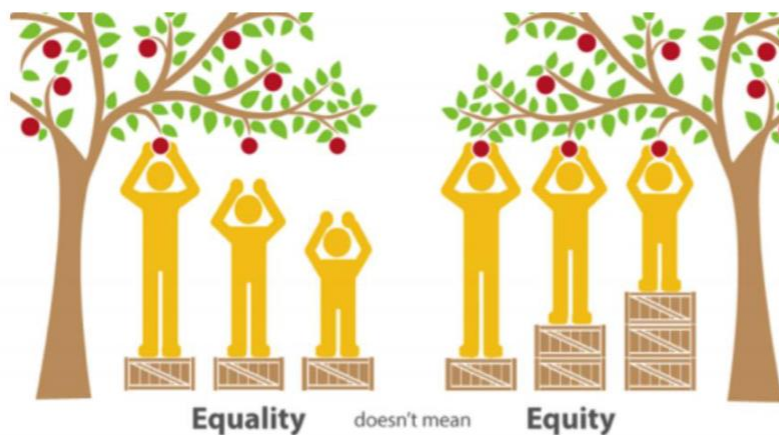
An Inclusive Ethos for All

Policy aims

- Every child will have their needs identified and assessed.
- Every child is entitled to high quality provision appropriate for her or his individual needs.
- The school, agencies and the LA have a shared accountability for ensuring children and young people achieve good outcomes.
- There will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal settings through quality first teaching.
- Roles and accountabilities will be clear and focused on the needs of the child.
- Information, funding and decision making will be transparent and without unnecessary bureaucracy.
- Resources will be used effectively and equitably.
- There will be a focus on developing preventative and early intervention approaches.
- Children, young people and their parents participate fully in decisions about provision.
- Co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations.

At Hollybush Primary School we have a very strong inclusive ethos that values every child as an individual. We have an expectation that every member of staff will encourage children to make choices and that at no time will a ceiling of opportunity prevent any child from surprising us.

We strive for an environment of 'equity' rather than 'equality', where children's needs are met to ensure that they have access to the same opportunities through differentiated provision.



We strive to remove barriers to learning by providing specialised provision within class and where necessary through carefully planned interventions.

We aim to teach, where possible, to Age Related Expectations (ARE) but provide children with scaffolds and challenge to help children to meet individual targets.



When considering whether a child needs extra support we use a graduated approach for identification. Most pupil's needs will be met in the classroom environment through first quality teaching, but we understand that adjustments may need to be made for some. We follow the assess, plan, do, review cycle in the stages of SEN support that we offer. This practice is a joint process between parents/carers and the school, keeping the child at the center.

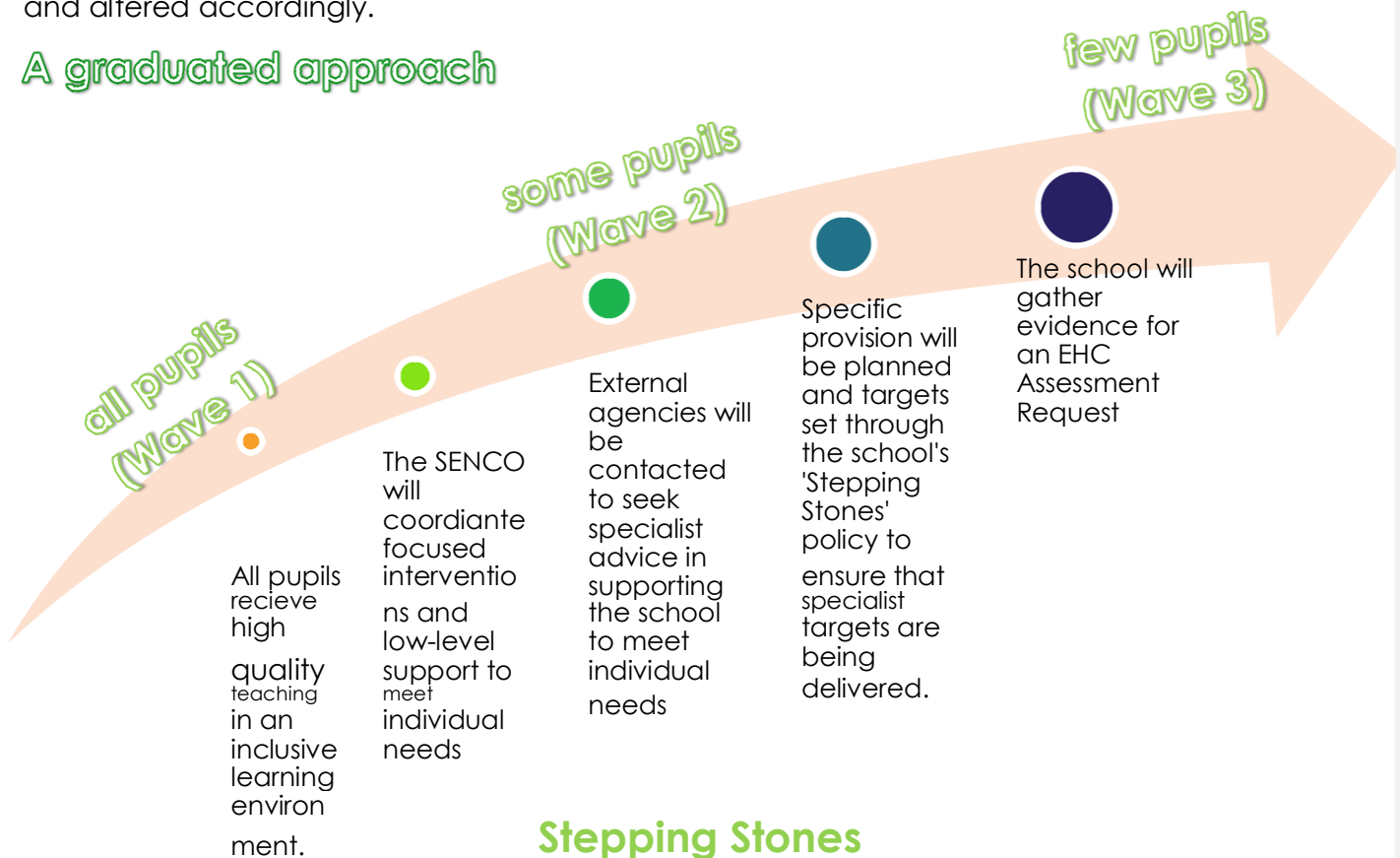
Assess: A child's difficulties will be assessed and at this point the class teacher/SENCO will discuss with parents which support would be right for them.

Plan: With parental involvement, we discuss the intended outcomes of the SEN support and set on a date that the support will be provided.

Do: Planned support will be put in place and the child's progress will be carefully tracked.

Review: The child's progress will be looked at and the impact of the support will be reviewed and altered accordingly.

A graduated approach



If a child's individual needs are not being met through 'first quality teaching' and low level support, then a discussion will be had with parents and the SENCO and specific provision will be put in place.

Stepping Stones is an individual learning plan with measurable targets specific to the child's needs. It follows the assess, plan, do, review cycle but on a highly individualised level. The targets will be reviewed with the parent and child once a term. Class teachers and support staff are responsible for the implementation of these targets and they are over-seen by the SENCO.



SENCO

The role of SENCO is currently held by Grace Borgeat/Dunni Smail (Interim). Her job is to liaise with children, staff, parents and carers regarding the preparation and review of Stepping Stones learning plans. She contributes to planning and organisation of intervention strategies and provision, and has a key role in monitoring the quality of educational experience that all children are offered at our school.

Medical Needs

Pupils with a medical condition have a Medical Healthcare Plan, which is created with the child's parent or guardian. This is updated at least annually, but may be more frequently if the child's condition suddenly changes.

EAL

The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers at Hollybush plan teaching opportunities to help pupils develop their English and aim to provide the support pupils need to take part in all subjects.

Greater depth

Children who make exceptional progress or who demonstrate high achievement in any areas of the curriculum (or wider learning) will be closely monitored in order that they are provided with challenge. We subscribe to the 'mastery' approach where learning can be transferred and applied in different contexts. Children will be encouraged to develop a 'Growth Mindset'. Where possible, opportunities to develop their skills through extra-curricular activities will be facilitated.

Monitoring progress

The progress of all children and groups of children in our school is closely monitored. A balance of observational, summative and formative assessment data is used to determine progress. Termly pupil progress meetings allow teachers and the leadership team to identify vulnerable groups and structure support to meet these groups of children's needs.

Focus children

At Hollybush Primary School we have a list of focus children in each year group who are not on the special educational needs register but are individuals who we are monitoring closely. Monitoring may be taking place for social and emotional reasons or because some areas of assessment show that attainment is temporarily lower than expected. If children need specialist behavior or social and emotional support they can be referred to our ELSA (Emotional Literacy Support Assistant).



Mental Health

Grace Borgeat and Charley Tilbury are the mental health leads in the school. They work together to develop strategies to support all children to be emotionally regulated. Some children may need more support to develop skills through the nurture interventions; a few children may need targeted support from the ELSA or external agencies.

Family support

Support for vulnerable families is coordinated primarily by our linked school family workers in partnership with our DSP's (Designated Safeguarding Persons). An EHA (Early Help Assessment) is completed with families where it is felt that a team around the child would be helpful.

Inclusion governor

It is our policy to have a named governor to support the implementation of the inclusion policy. The current governor for SEND is Graham Nickson.

Implementation of policy

The school's SENCO is responsible for leading the development and strategic direction of the school's inclusion policy. The implementation of this policy is the responsibility of all staff.

Local Offer

More information about the Hertfordshire Quality SEND Offer can be found at - <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

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