

Copthorne C.E. Junior School

Inclusion Policy

**Approved July 2025
To be reviewed July 2027**

This policy aims to ensure that Copthorne C.E. Junior School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Copthorne CE Junior School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting fairness and forgiveness through our school values of courage, creativity, compassion, confidence and curiosity.

Copthorne CE Junior School is committed to inclusion. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. Supported by close co-operation with the home, parish and wider community, our children will grow into fulfilled, educated people ready to take the Christian message into the world.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Children who are eligible for Pupil Premium
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Copthorne CE Junior School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. The monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Manager and the link governor for Inclusion and Special Educational Needs

OBJECTIVES

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. The ultimate purpose of inclusion is to enable all pupils to flourish in adult life.

We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.

We aim to plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning.

We aim to provide full access to the curriculum through differentiated planning by the Inclusion Manager, class teachers, learning support teacher, and support staff as appropriate.

We aim to ensure that current Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.

We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

We aim to enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

We aim to involve the children themselves in planning and in any decision making that affects them.

We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

We strive to:

- Set and maintain the highest standards of behaviour
- Develop in each child an awareness of self and of the needs of others feel fulfilment through achievement
- Encourage initiative, resourcefulness, tolerance and perseverance

If an individual child's special needs require special support or arrangements we will endeavour to meet their needs, making such adjustments as are necessary and reasonable. In our School the teaching and learning, achievements, attitudes and well-being of every child are important.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We meet these needs through:

- Setting suitable learning challenges
- Ensuring appropriate adaptations are in place
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, eg: speech and language, co-ordination, social skills groups

GOVERNING BODY

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs, Pupil Premium. In response to the Disability Act 2001, the governing body reviews how the school can be made more accessible for disabled children.

MANAGEMENT AND SUPPORT STRUCTURE

Each member of the school has an important influence on the education and welfare of any child with special needs, however it is primarily the class teacher's responsibility, in consultation with members of the Senior Leadership Team, to ensure that the needs of all children within their class are met.

The school has a team of full and part time teaching and learning support staff who possess a wide variety of skills and expertise to support children with learning and emotional needs.

The roles of a Deputy Head teacher/Inclusion Manager and Learning Mentor have been well resourced and developed within the School to ensure the provision of an Inclusive education for all.

ACCESSIBILITY

The 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 is committed to providing an environment that allows all children full access to all areas of learning.

The current school building has full access for full-time wheel-chair users and our Accessibility Plan based on a willingness to make any reasonable adjustment for disabled pupils, in close consultation with county advisors.

The school has a large number of staff qualified in First Aid and able to administer prescription medication with parental permission.

All children are granted equal status when trips are organised, clubs are set up and visits arranged.

HOW DO WE SUPPORT INCLUSION?

Class Teachers and support staff ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have next step targets and challenges that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

WHOLE SCHOOL ACTIONS SUPPORT BY:

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- The regular tracking of pupil attainment and the highlighting of any underachievement

- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management
- The use of intervention programmes to support pupils with learning difficulties
- The targeting of underachieving pupils and EAL
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parent meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school or at a different level from their peers.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

PROVISION

1. Quality First Teaching Curriculum Provision

In order to make progress all children will receive an adapted and appropriate curriculum and quality first teaching. Teachers will teach skills and objectives to the whole class and adapt them to meet the needs of the children who are working below the standard through scaffolding, revision and additional small group additional instruction and adaptations. Adaptations will be recorded in the class teacher's plans. Pupils with a high level of need may receive a personal bespoke curriculum which supports their stage of development, if it is significantly different to age expectations. In Copthorne CE Junior there is an emphasis on a knowledge and skills based curriculum through creative teaching and meaningful links across the National Curriculum subjects.

Lessons for pupils with EAL will include:

- Access to dual language texts and vocabulary.
- Working collaboratively with other pupils both with EAL and those whose first language is English.
- Opportunities for discussions and pre-teaching vocabulary as well as co-operative learning.
- Promoting and celebrating diversity whilst avoiding stereotyping.
- Planned learning opportunities which reflect the backgrounds of pupils in the class.

Pupils with SEND:

- Copthorne CE Junior School aims for the early identification of pupils with SEND through the monitoring of achievement and regular observations.
- The SEND Local Offer summarises how Copthorne CE Junior School works within the local community, with local schools and agencies to provide an inclusive offer to all pupils with SEND.
- We aim to ensure equal opportunity for all pupils with SEND. It is the teacher's responsibility to inform the SEND inclusion manager of any concerns regarding an individual's learning, where strategies in West Sussex 2025 Ordinarily Available Inclusive Practice will be implemented

and reviewed for at least one term. Parents will be contacted and informed with permission sought if advice from outside agencies is necessary.

- Strategies to support each area of need are for the four areas of need: Cognition and Learning; Communication and Interactions; Social, Emotional and Mental Health and Sensory and Physical.

2. Provision Management

All pupils, including those who have been identified as benefiting from adapted provision, will have their progress reviewed termly to ascertain their progress and if relevant to gauge the impact of interventions. Pupils are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Teachers discuss interventions or additional support during informal meetings as well as during parent evenings. In addition, parents who have children with an Individual learning plan are invited to share their opinions and agree targets and strategies each term. Provision maps show the needs and how we allocate resources to each year group and individual children and how the SENDCo calculates the cost of inclusion provision.

3. Education, Health and Care Plan

A child who has an EHCP will access additional support funded directly by the provision allocated in the plan. Short term targets are set according to outcomes stated in the plan and are reviewed termly. An annual review takes place yearly where outside professionals will often attend to review the provision set out in the EHCP.

(Explained in SEND Policy)

4. Pupils with English as an Additional Language

Pupils with EAL are supported by staff inside the classroom and in small groups, including an induction intervention for children new to English. Interpreters are used when necessary.

5. Pupil Premium

Teachers use an inclusive mode of provision that provides all pupils with the opportunity to participate in lessons and trips. Resources are allocated to ensure any barriers are broken down and addressed. (See Pupil Premium Strategy)

6. Greater Depth

Pupils identified as working at greater depth are provided for through an adapted curriculum. In addition to practise of higher order thinking in the classroom, they may have the opportunity to be involved in maths and English extension programmes.

Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances the school may decide that modification or disapplication is

the correct procedure to follow. This would involve detailed consultation with parents, the SEN Governor and the LEA.

Racism and inclusion

Racism will not be tolerated in school. Our curriculum allows children to be educated about the different races of our world and to value everyone's contribution. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts the parents of those pupils involved in racist incidents.

Looked after children

Every child who is looked after by the local authority has a PEP (personal education plan). These are updated twice a year. Review meetings are attended by the Head teacher or Deputy Head teacher/Inclusion Manager.

Equality Act

The Single Equality Act (see Policy) makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification. Copthorne CE Junior 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.

IDENTIFICATION, ASSESSMENT AND RECORD KEEPING

Identification

The School recognises the significance of early identification of pupils with Special, EAL needs or pupils who are working at different abilities. Transition discussions with our infant feeder school and our own baseline assessment at the beginning of Y3 identifies children requiring special arrangements, specific programmes of support or differentiated work in the classroom. Parents are encouraged to talk to us and are always made welcome.

Assessment

The assessment procedure is carried out by the class teacher. Pupils' progress is monitored through a regular cycle of observation, intervention and evaluation. Information from the parents is also sought and valued. Formal assessments may also be administered and advice from outside agencies sought in support of the child's progress, with the permission of the parents.

EAL pupils will be initially assessed and advice from the county support team will be requested.

Record Keeping

The following records relating to inclusion are kept in school:

- SEND Register updated termly.
- A register of children eligible for Pupil Premium is also kept.
- Appropriate records are kept by the SENDCO, relevant to the Stages of the Code of Practice.
- Incident records relating to bullying, behaviour logs, records of internal exclusions, records of short-term and permanent exclusions.
- Evidence from lesson observations.
- The views and experiences of our pupils, collected via classroom discussions and school council meetings.
- The views and experiences of our parents/carers collected through informal one-to-

onediscussions and through questionnaires and parent meetings.

All records are considered confidential and are only accessible to professionals and parents, when concerns are raised.

WORKING WITH SUPPORT SERVICES AND EXTERNAL AGENCIES

Copthorne CE Junior School promotes the value of specialist advice and support from a variety of professional and voluntary services. We welcome and positively promote links with educational bodies that can promote pupils learning and provide enhanced opportunities for all out learners.

The Inclusion Manager and school staff liaise frequently with a number of other outside agencies and specialists:

- Integrated Front Door (Social Services) including Early Help
- Education Welfare Officer
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Social and Communication Advisory Team
- Learning, Behaviour Advisory Team
- Speech and Language therapists
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- Counselling Services
- LEA advisors
- Children's Society and Targeted Family Support Agency

Parents/carers are informed if any outside agency is involved.

ATTENDANCE

The office and SLT team monitor attendance and groups of children with high percentage of absence or lateness are targeted. Referrals may be made to the Fair Access Team.

WORKING WITH PARENTS

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children but it is particularly important for children who have additional needs. In accordance with the Code of Practice parents are involved right from the initial stages. We co-produce documentation with parents. Parents take an active role in decision making and are consulted at each stage. Pupils are given the opportunity to express their views and comment on their success. To support parents, questionnaires are organised to take into account parental views and so that the school can review and reflect upon best practice. In addition, formal and informal meetings are arranged throughout the year. Parents will have the opportunities to meet with their child's class teacher through formal meetings throughout the year.

TRANSFER AND TRANSITION

We work closely with other professionals already involved with pupils on entry to school.

Close liaison with our main feeder Infant School ensures that support can be continued for those already identified.

Links with local secondary schools are made, transferring information to year 7 teachers and SENDCo. For pupils with an EHCP, the secondary SENDCo is invited to the Y6 annual review meeting. Identified, vulnerable pupils undertake separate, additional visits to secondary school to support transfer. Year 6 transition is supported through a pre-visit to their chosen secondary schools and key staffs visit our School. Appropriate school records are forwarded to secondary schools. End of key stage attainment is recorded and sent electronically between schools.

HOW WILL WE MONITOR INCLUSION

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used:

- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Lesson observations
- Talking to children and parents
- Teacher assessment
- SAT tests
- Monitoring teacher's plans and children's work
- Use of teacher assessment and the school's pupil tracking process
- Regular setting and review of ILPs for SEN pupils by SENDCO, Class Teacher & LSAs
- Regular progress meetings

STAFF DEVELOPMENT

The needs of the teaching and support staff is constantly under review and provide external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET and staff meetings. Training needs are identified through staff consultations, driven by children's needs & professional development.

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.

POLICY REVIEW

The Inclusion Policy will be reviewed as and when necessary to respond to any LEA or Government requirements. In the absence of any such changes the policy will be reviewed on a two year cycle.