

Subject on a Page: Inclusion

At Holmer Green Junior School, we are committed to ensuring that we are an inclusive school where every child has the opportunity to thrive.

Intent: What do we aim to deliver?

Throughout the school, inclusion is part of our whole school ethos. Inclusion covers all pupils who are identified as having SEND, are on the Academically More Able register, are entitled to Pupil Premium Funding, are Looked After or Post-Looked After. We cater for a wide range of SEND needs, including pupils with: ASD, ADHD, Down's Syndrome and Speech, Language and Communication

All children will have access to adapted work that provides them with the correct level of challenge.

Children will become independent learners who are not over-reliant on adult support.

Parents/ carers are able to communicate with the SEND team and work with staff to ensure the best support is given to their children.

All children have access to a wide and varied curriculum as well as equal opportunities.

Teachers have a good understanding of the needs of all pupils and target support appropriately.

Support is identified based on need rather than diagnosis.

Implementation: How do we aim to deliver this?

Assessment data as well as **formative assessment** is used to identify areas where pupils need further support.

The SENDCO works closely with **outside agencies** such as Occupational Therapy, Educational Psychologists, Speech and Language, the Inclusion Specialist Teachers and Physiotherapists. Reports are provided to teachers and relevant support staff.

Funding is used flexibly to provide support where appropriate.

We deliver all lessons through **high-quality first teaching** where teachers are well-prepared for lessons.

The SENDCO holds termly **SEND coffee mornings** as well as **other parent talks** to support parents and carers.

One-to-one or **small group tuition** will be provided to all pupils on the Pupil Premium register.

Targeted interventions will be completed where necessary. These will be evaluated regularly to identify progress.

Teachers and support staff have updated **CPD** to ensure they can provide the best support to all pupils.

Support Plans will be put into place for all pupils on the SEND register. These will match recommendations provided by any outside agencies.

PIXL resources and interventions are used to identify specific areas of need for each pupil as well as providing challenge for pupils.

Annual Review meetings are held for all pupils who have an EHCplan.

Impact: How will we know when we have delivered it?

High Levels of Engagement

All pupils will be engaged in all lessons.

Recommendations from professionals are embedded

All recommendations given by professionals will be incorporated into planning.

Assessment data

Pupils will perform well in termly tests, which will be analysed by teachers to identify areas of strength and next steps.

Positive pupils

Children will be able to communicate that they are happy about the support that they receive in school and feel like independent learners.

Positive parental feedback

Governor survey results will show that parents/carers are pleased with the support and challenge that their children receive.