

A parent's quick guide to Inclusion



For full information on Inclusion at Craneswater please refer to the school Inclusion policy and offer.

Who helps my child?

Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Teachers should always be parents first port of call and are responsible for:

- Checking on the progress of your child and identifying, planning the environment and provision in class including any additional help.
- Writing individual education plans in conjunction with parents, pupils and setting regular targets
- Working with the head teacher and inclusion manager to discuss strengths and barriers in order to plan for the next term's in class strategies to support learning and, if required, interventions.

Teaching Assistants

Our teaching assistants are highly trained and experienced.

- All of our Teaching Assistants have a range of training to meet children's emotional needs including emotional first aid and reducing anxiety.
- **Neurodiversity:** all our teaching assistants are trained to support children in class with neurodiversity and social communication difficulties. Mrs Davis is a higher-level teaching assistant who specialises in neurodiversity. Parents can book a telephone appointment to speak to her through the office if they need any help or advice.
- **Visual support:** Mrs Gilmore and Miss Holland co-ordinate our visual impairment support.
- **Interventions:** We offer different interventions at Craneswater depending on the needs of the children. Learning interventions such as phonics run daily and are delivered by year group TA's. SEMH interventions, such as friendships groups, are often delivered by our pastoral team.
- **Speech and Language:** Junior language links is a tool we can use if we have concerns about a child's speech and language. Following assessment, a weekly intervention can be delivered. Mrs Ferguson leads on this.
- **Pastoral support:** Our pastoral team offer emotional first aid as well as structured support via 1:1, small groups and in class. Mrs Ferguson primarily supports years 3 and 4 and Mrs Courtney years 5 and 6 however they are flexible in their approach.
- **Emotional Literacy Support Assistant (ELSA):** Mrs Lynch, has received specific additional training from educational psychologists. Her role is to support children in school to understand their own emotions whilst also respecting the feelings of those around them.
- **Loss Companion:** Mrs Lynch, helps to support children through loss and bereavement. All TAs and teachers have also been trained to support children within the class.
- **Well-being family support:** Mrs Davis, will support parents with any difficulties that they are experiencing in a non-judgemental and supportive way. She will support with behaviour management, helping parents seek out

support from the local community or external agencies. She is trained to support families through an early help assessment to ensure they receive the right support and put a timely plan in place. She is part of the larger pastoral and safeguarding team in school.

Who helps my child?

Inclusion Manager

Harriet Wilkinson is our SENCO/ Inclusion Manager and is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Making a request to Portsmouth Local Authority for an EHCP (Education, Health and Care Plan) if this is required and then co-ordinating annual reviews for any child that has an EHCP.

Ensuring that you are:

- Involved in supporting your child's learning— through consultation and regular Individual Education Plan meetings, meetings to discuss the needs of children and to review involvement of outside agencies.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing and planning their next steps.

Outside Agencies

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- MABS (Multi-agency Behaviour Support) Chris Webb(Teacher Advisor)and Sarah Read(Parent Support)
- Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, ND (neurodiversity) team, OT (Occupational Therapist) and SALT (the Speech & Language Therapy service).
- We also work very closely with Social Care, Early help and Educational Psychologists.
- Sensory Impairment Team.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of intervention. We also seek the views of our children about their learning if we are involving an outside agency. This is usually in the form of a 'This is Me' document which gives the child a chance to describe school and learning from their perspective.

The different areas of need

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

- **Attention/Interaction skills:** May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class situations. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.
- **Understanding/Receptive language:** May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.
- **Speech/Expressive language:** May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy can be affected.

Social, Mental and Emotional health

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour Difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of numbers
- Problem solving and concept developing skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Children may have a specific learning difficulty such as problems with spelling, reading, organisation, motor skills, coordination, maths and verbal skills.

Sensory and/or Physical

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Toileting/self-care

Our Environment

Craneswater Junior School is situated on multiple floors and can't be accessed by a wheel chair. We have a toilet suitable for use by those with disabilities in our reception. Any other resources needed for access may be recommended by the Occupational Therapy Team and/or Physiotherapy Team in order for us to ensure ease of access and safety for all. For example, individual children may need adapted scissors or pencil grips to support writing. We use a range of resources in class such as iPads, wireless keyboards and raised lined paper.

The school is able to liaise with the Ethnic Minority Achievement Service (EMAS) who can at times assist us in supporting our families with English as an additional language to ensure that our environment is accessible to children who have English as an additional language.

We also take advice and adapt classrooms, where necessary, to meet the needs of pupil's with other specific needs such as those with a neurodiverse profile.

We have worked with the Sensory Impairment Team to adapt our playground and classrooms to ensure safety for children with a visual impairment. This has included adapting water bottles/drawers so they have a tactile marker, adapting handrails/activity trays so they are easily identifiable and removing/rounding off protruding edges from equipment.

We ensure that equipment used is accessible to all children regardless of their needs and will work closely with parents and outside agencies to implement and recommendations.

Medical Support

The school nursing team takes over from the role of the health visitor to help support the medical needs of school age children. As a school we can make a referral for support so that the nurses can work alongside parents/carers to support the needs of their children. They can also work with a range of outside agencies throughout the city to support pupils' health and medical needs within school.

This support includes:

- Being available to meet with parents/carers to discuss their concerns within a confidential environment.
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- Arranging Community Asthma nurse support for parents/carers and staff.
- Administering medication including asthma inhalers or train staff to do so.
- Provide support in writing care plans for pupils with more complex medical needs.
- School nurse drop in sessions for parents to speak to the school nurse at school.