



Isle of Man Department of Education
St Johns School

Inclusion Policy

This policy should be read in conjunction with St Johns School's, safeguarding and child protection policy, medical policy and medical register, and health and safety policy.

Aim

This policy aims to define what St Johns School considers by the term 'educational inclusion' and to detail how we ensure that we are an fully educationally inclusive school.

Glossary of terms used in this policy

SEN special educational needs

AEN additional educational need

COLI Continuum of Learning and Inclusion

SEBD social, emotional and behavioural difficulties

SDQ strengths and difficulties questionnaire

EdP educational psychologist

IEP individual education plan

SENCo special educational needs co-ordinator

ESO education support officer

SESO senior education support officer

EAL English as an additional language

LAC looked after children (category of social care)

CP child protection (category of social care)

CAN children with additional needs

CWCN children with complex needs

RAP resource assessment pack

RoC record of concern (SEN category)

SA school action (SEN category)

SA+ school action plus (SEN category)

HLN higher level need (SEN category)

ESC Education Support Centre

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How we define educational inclusion in St Johns School

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. As an educationally inclusive school, at St Johns the teaching and learning, achievements, attitudes and well-being of every young person matters.

How we value and recognise inclusion at St Johns School .

Through appropriate curricular provision, we respect the fact that children:

- may have different educational and behavioural needs and aspirations;
- may require different strategies for learning;
- may acquire, assimilate and communicate information at different rates;
- may need a range of different learning and teaching approaches and experiences.

We believe that all children should have an equal opportunity to attend St Johns School and to access learning. We value every individual and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individual needs by setting suitable learning challenges for every pupil and celebrating their achievements.

In addition, we develop learning habits and promote a growth mindset. This helps children to understand the importance of valuing their own success and having aspirations unique to them. This enables children to fully access the curriculum as they are focussed on their own skills set, their own challenges and their own qualities.

What makes St Johns School Inclusive?

In recognising the above, at St Johns School we are able to consider ourselves to be a fully inclusive school. We have identified different groups of pupils in our school that we strive to cater for:

- Children with SEN / AEN
- Children with SEBD
- Children with medical needs
- LAC, CAN, CCN, CP cases
- Children in short-term 'crisis'

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What we do at St Johns School?

Children with Special EN / AEN

We believe that pupils with SEN could have:

- difficulties with some or all school work
- difficulties with reading, writing, number work or processing and understanding information
- difficulties in expressing themselves or understanding what others are saying
- difficulty in making friends or relating to adults
- difficulty in behaving properly in school
- difficulty in organising themselves
- some kind of sensory or physical need which may affect them in school

We identify pupils with SEN:

- through teacher professional judgement – teachers may draw on a wealth of information to support their assessments
- in consultation with parents/carers
- in consultation with the school SENCO and other professionals
- through the use of the DESC 'graduated response' documentation.

At St Johns, when we have identified a child with SEN / AEN we:

- Maintain a register of children with SEN (submitted annually to DESC by the SENCo)
- Ensure that children with SEN are tracked termly (although the pattern for drawing up, delivering and reviewing trackers can be flexible to best meet the needs of individual pupils)
- Review graduated response stages on an individual basis in consultation with the SENCo
- Use the COLI to guide and support strategies which will support the child
- Refer children to the EdP team if necessary
- Make referrals into other specialised agencies as appropriate (e.g. SALT / O.T / CAMHS)
- Review Year Six 'Higher Level Need' children formally with parents and the receiving school before transitioning to Key Stage Three.
- Communicate with parents about any specialised intervention work or any outcomes of assessments or referrals

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What we do at St Johns School

Children with SEBD

We believe that children with SEBD could have:

- difficulties in accessing or coping in a learning environment without support
- difficulties with trusting adults
- difficulties with concentrating / motivation to learn
- lower than expected attendance at school
- a disproportionate fear of failure
- difficulties recognising appropriate behaviour and the boundaries involved
- difficulties with following school rules and expectations
- parents who have difficulties in recognising the issues that their children have
- a dependence on adult support/intervention in school

We identify children with SEBD:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including Boxall Profiles, SDQs, Burnett Self-Scale assessments,
- observations and notes, ASD profiles
- through conversations with parents/carers
- in consultation with the SENCo

At St Johns School, when we have identified a child with SEBD we:

- take advice from EdP team and use the COLI to devise suitable strategies if appropriate
- liaise and work with other agencies as applicable
- use SESO/ESO classroom support
- employ various strategies within the classroom
- ensure the child has a consistent, identified adult who they can spend time out with when necessary
- take a personalised/individual approach to each child

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At St Johns School we believe that children with medical needs could have:

- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin, anti-histamines etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:

- through communication with parents and by monitoring the child.

At St Johns School, when we have identified a child with medical needs we:

- ensure named staff are allocated to specific children to manage individual medical needs
- maintain close links with medical specialists such as the diabetic nurse and school nurse
- ensure the medical register, asthma cards and Ventolin, epi-pens and medication are stored appropriately for ease of access
- complete the child's log book when Ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

Date of Implementation September 2019

Reviewed September 2021