

## **Inclusion, Diversity and Special Educational Needs.**

We live in a diverse and exciting society where differences lead to opportunities.

Ashfield School is committed to valuing difference and making sure that it is never a barrier to learning.

- o Ashfield Junior School has a full time Learning Mentor
- o From September 2015, the school will have a dedicated Pastoral/Counselling room, the 'Sunshine Room'
- o We have experienced staff who offer support programmes for children with emotional, social and behavioural needs
- o The school has adaptable and well established SEND procedures and provision (see below)
- o There is extensive teaching assistant support across the school available for all children according to their needs
- o The school has disabled access at all levels. Regular inspections and risk assessments carried out by governors, staff and outside agencies ensure that adaptations are made whenever necessary to suit the needs of all pupils on role.
- o We aim to identify and remove barriers to disabled pupils in every area of school life. We do this by
  - Promoting equality of opportunity between disabled and non-disabled persons;
  - Ensuring that there is no discrimination or harassment against disabled persons;
  - Promoting positive attitudes towards disabled people;
  - Encouraging participation by disabled people in the life of the school and
  - Taking steps to meet disabled people's needs which on occasion may mean more favourable treatment

The school is fully compliant with the Equality Act 2010.

### **Special Educational Needs**

Ashfield Junior School recognises that many children at some point, or throughout their education have Special Educational Needs or disabilities (SEND). The term 'Special Educational Needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. If your child has Special Educational Needs they may require extra help or support in a range of areas for example:

- Reading writing or number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves
- Physical or sensory needs which may affect them in school
- Emotional support may be required for a short or more extended period of time.

The school's SEND policy ensures that curriculum planning, delivery and assessment take account of the type and extent of the difficulties faced by children. Effective use of professional teaching and support staff ensures that children are supported according to their needs in every area of school life, from developing literacy and numeracy skills to accessing PE lessons or playtimes.

The responsibility for the provision of education to children with SEN is the responsibility of all staff although the day to day management and operation of the policy lies with Mrs Zoe Smith, the school SENDCo (SEND Co-ordinator). Mrs Smith liaises very closely with staff across the school to ensure that all children with identified needs are being supported and helped access a full curriculum at school.

The school operates the Government's latest code of practice with regard to special educational needs.

Children come to us from a range of local schools and sometimes from schools further afield. We will always liaise with the SENDCo and teaching staff of schools who send children on to us. This involves sharing of assessment data, special provision and adaptations to the environment and curriculum that may be necessary. Wherever possible, we

encourage extra visits to our school by both children with special educational needs and their families so that they have the best possible start in a new, exciting and supportive environment.

As they settle in and progress through the school, children may be identified as having needs that the school can cater for within its own resources through high quality teaching or differentiation of lessons. Teachers use careful assessment to monitor where extra support may be necessary and to ensure that extra support that is given is making a difference to your child's learning. Your child will be included in this process and their views sought whenever possible.

As parent or carer for your child, you will be kept informed of their progress, and any concerns, on a regular basis. Should your child continue to show a slower rate of progress than we would expect, or if teachers or staff continue to be concerned about your child's progress in any way, the SENDco will begin the process of preparing an Early Help Assessment. You will always be informed of this in advance and your permission will always be sought. An early help assessment may lead to support from outside agencies such as the school nurse, a Specialist Advisory Teacher, Speech and Language therapist or an assessment by an Educational Psychologist.

In some cases, the needs of a child will require further support and the SENDco will pursue an application for an Education and Healthcare Plan which may release extra support from the Local Authority. You will be kept informed of all aspects of this process.

All children who have contact with outside agencies or who have an Education and Healthcare Plan will have an Individual Education Plan which is developed in consultation with you, your child and their teacher and which is reviewed at least twice each year.

All children are supported by a network of care in school and at home. Children with SEND require an even stronger network and we will always endeavour to ensure that we work together with home and any outside agencies to provide the best possible support for your child.

Our School Offer forms part of the Local Offer detailed on the Cumbria County Council Website:  
<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>