



Date Reviewed by Governors: Summer 2020
Date of next review: Summer 2021 (SEND)
Date reviewed by staff: April 2020 (All)

Appendices included

Appendix 1	Support Plan (Foundation Stage)
Appendix 2	School focused Plan
Appendix 3	Provision Map example
Appendix 4	Individual needs analysis
Appendix 5	Whole school provision map

Modifications

KEY CONTACTS FOR INCLUSION WITHIN THE SCHOOL

Head Teacher and SEND advocate: Gillian Clark
SENCO: Georgina Cooper

Nominated SEND Governor: Claire Taylor

Inclusion Team

SENCO:	Georgina Cooper
Family Support Worker:	Cathy Saunders
SEMH&L Link Teachers:	Sarah Hartley (PSHE Coordinator)

Introduction

Jump Primary School is located in Barnsley and serves a relatively disadvantaged neighbourhood, the school is a central part of the community it serves which is predominantly white British, we have a slightly higher than average percentage of boys within the school (55.2%, national 51%). The socio-economic factors of the community it serves and the daily factors that can impact on our pupils can result in additional adverse experiences for a small number of our pupils. We have around 14% of our pupils on the SEN register which is broadly in line with the national average which includes 3% with an EHCP, again broadly in line with the national average. We are a kind and nurturing school that is committed to pastoral



support, we have set up clear systems of support and referral routes for our families. We are committed to providing an inclusive education for all.

This policy outlines the ways we meet the needs of children who experience additional barriers to learning, particularly in relation to the provision for specific groups of learners including:

- Children with Special Educational Needs or Disabilities (SEND)
- Children who have English as an additional language (EAL)
- Children who are newly arrived from overseas, including refugees and asylum seekers
- Children from black and minority ethnic groups (BME)
- Children who are able, gifted or talented (A, G & T)
- Children who are looked after (LAC)
- Children with disabilities
- Children who are transient (mobile)
- Children who are infrequent attendees
- Children who may display difficulties with social emotional and mental health, or who are at risk of exclusion
- Disadvantaged children eligible for Pupil Premium Funding

Many children will face barriers to learning at some point in their school career and at Jump Primary School we recognise that children may fall into more than one of the groups identified above. Whilst this policy describes provision for groups of children, all support and provision are based on individual pupil's needs.

Objectives of this policy

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with barriers to learning
- To continually monitor the progress of all children, to focus on early identification of needs as they arise and to provide support at the earliest opportunity
- To continuously develop our ways of working in order to provide the highest quality of teaching provision for all our children with the resources available.
- To identify the role and responsibilities of staff in ensuring the inclusion of children at Jump Primary School
- To provide clear guidance for all the school's stakeholders regarding the implementation of the SEND Code of Practice within the school
- To enable children to move on from us well equipped in the basic skills of literacy and numeracy as well as being resilient and independent learners with a high self esteem
- To involve parents / carers at every stage in plans to meet their child's additional needs
- To involve children themselves in planning and in any decision making that affects them.

SECTION 1 - Special Educational Needs or Disabilities (SEND)



This section of the policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014) Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Definition of Special Educational Needs or Disability (SEND)

A pupil is considered to have Special Educational Needs if he or she has defined difficulties in accessing and making progress in learning over and above those generally experienced by the majority of his or her peer group. These difficulties may fall into one or more of the following areas of need as identified by the SEND code of practice:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and or Physical

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Jump Primary School acknowledge that the following may impact upon a child's progress and attainment, however, do **NOT** solely constitute an SEND;

- Disability
- Poor Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child



Roles and responsibilities

The Headteacher at Jump Primary will:

- Allocate roles and responsibilities to staff so that special needs are met.
- Liaise with staff, the SENDCO, support services, parents and children.
- Report to governors on the needs of the SEND children in her care.
- Delegate the organisation of review meetings to the SENDCO.
- Ensure that the needs of SEND children are met within the school and act in the role of SEN advocate.

The SENDCO at Jump Primary will:

- Play a key role in delivering the strategic development of the SEND policy and provision as part of the overall teaching and learning provision within school.
- Oversee the day-to-day operation of the school's SEND policy.
- Monitor the needs of SEND children together with the Headteacher and class teachers.
- Assist with and advise on, the teaching and assessment of children with SEND.
- Organise termly reviews for children and parents at least 3 times a year.
- Ensure SEN Support plans /or provision maps are written and reviewed at least termly by class teachers.
- Monitor the implementation of support plans in classes.
- Meet regularly with the Headteacher to discuss individual children, resources and use of time.
- Give advice on the level of support and on appropriate resources and strategies to support learning.
- Ensure that the school's SEND register & provision map is updated regularly.
- Lead the review of the SEND Policy.
- Make contact with other support services in consultation with the Headteacher and class teachers.
- Report to governors as requested by the Headteacher.
- Work in conjunction with the class teachers.
- Lead INSET on SEND in school as appropriate and or liaise with other agencies to deliver training.
- Keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

Teachers at Jump Primary will;



- Provide high quality differentiated teaching through a broad and balanced curriculum. The needs of most children can be met in this way with small group focus teaching provided by the teacher and other teaching support staff in class.
- Identify children experiencing difficulties using a range of evidence, for example progress data, formal assessments and informal observations
- Discuss children with the SENDCO and parents / carers and contribute to the planning and provision to meet identified needs.
- Produce, monitor and evaluate support plans and/or provision maps on at least a termly basis
- Meet with parents of children with SEND at least 3 times per year to review provision and progress.
- Monitor the effectiveness of interventions at least termly.
- Maintain a class SEND file of support plans and ensuring provision maps are reflected within the classroom learning environment.
- Set aspirational yet attainable targets for learning
- Create effective learning environments in which children achievements are celebrated and independence is fostered as well as work being personalised to pupil needs
- Respond flexibly to children according to their difficulties
- Support children's learning without making them feel different or inferior to their peers
- Enable each pupil to become an independent and confident student.

Governors at Jump Primary will;

- Identify at least one governor with a responsibility in SEND
- Use their best endeavours to ensure that children's special educational needs are identified and provided for
- Ensure that the schools have effective procedures for ensuring that parents/carers are informed when special provision is made for children
- Monitor the progress of SEND pupils as part of overall pupil progress

Arrangements for Identification of SEND



Identification of SEND

Class teachers, supported by the senior leadership team, make regular assessments of progress for all children to identify those making less than expected progress given their age and individual circumstances.

If a class teacher or parent has concern about a child these concerns will be discussed in the first instance with the SENDCO, who will offer advice and support, and may suggest that either further evidence of monitoring are needed over a period of time or that the child should be placed on the SEND Register and therefore receive SEND Support.

Jump Primary School have adopted a '3 Wave' approach to identifying SEND support.

Wave 1 – Universal Provision

All children have an entitlement to 'Quality First Teaching' at Wave 1 and teachers are responsible for ensuring this happens. Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom and a variety of resources that can be used to support learning within class on a day to day basis. Before any additional provision is considered, staff will consider what is already available to all children through differentiated work and an inclusive learning environment. Where progress is not adequate despite this being in place, it will be necessary to take some 'additional to' or 'different from' action to enable the child to learn more effectively.

SEND Support at Wave 2 – Initial support

The triggers for intervention through SEND Support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving 'Quality First Teaching', including differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a social communication and/or interaction difficulty.



If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENDCO about whether the child needs to go on to the SEND register at the level of initial SEND Support. A needs analysis must be completed at this stage. The class teacher must then inform the parents about the child's needs, offering them a meeting with themselves and or the SENDCO .

A decision may be reached at that meeting to begin SEND Support, in which case the child's name must be entered on the SEND Register and the class teacher must include that pupil in their provision map where details of outcomes, extra interventions and support should be recorded.

This support should be communicated to the Senior Managers at pupil progress meetings alongside a discussion about progress and fed back to parents at consultation meetings.

SEND Support at Wave 3

It is likely that a child will progress to SEND Support at Wave 3 after it becomes clear that, despite appropriate interventions at Wave 2, the pupil is failing to access the curriculum at an appropriate level. It may be that the child;

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Has had support and interventions put in place at initial support which has had little or no impact on learning or progress.

At SEND Support Wave 3 pupils may be referred to external support services and outside agencies, they will usually see the child, in school if that is appropriate and practical, so that they can advise teachers on targets and accompanying strategies.



Jump Primary School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCO, Parent Support Advisor and Headteacher are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Locality Specialist Provision
- Speech and Language Therapy
- Early Years Inclusion Team
- Social, Communication and Interaction Support Services
- Child and Adolescent Mental Health Services (CAMHS)
- Sensory and Physical Inclusion Support Team
- Health services including community paediatrics, epilepsy teams and school nurses
- Looked After Children Team (where appropriate)
- SEND Information, advice and support services.
- Occupational Health and Physiotherapy services.

Representatives from other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. Where a number of agencies are involved with a pupil then an Early Help Assessment may be set up in order to support the family around that young person in meeting their identified needs.

Progression to Education, Health and Care Plans (EHC plan):

A request for an EHC plan can be made by parents, school, health or social care. At Jump Primary School, if after advice from the Educational Psychologist (EP) or other professionals, the school and parents consider that help is needed from beyond the school's resources the SENCO completes the form for a Statutory Education, Health and Care Needs Analysis (EHCNA) which will be submitted to the Local Authority Panel. The panel will decide whether to proceed with Statutory Assessment.

If the Panel agrees to proceed with Statutory Assessment the SENCO prepares further documentation about the child, which is sent to the Special Needs department in the local authority where, in consideration with similar documents from other involved professionals, an EHC Plan may be issued.

The class teacher, in conjunction with the SENCO is then responsible for drawing up a provision map to meet the objectives set out in the EHC Plan. The Plan must be formally reviewed at least annually with the SENCO, parents, the class teacher and support staff as well as any agencies involved with the child, a representative from the local authority SEND department will also be invited to this review but may not attend.



Provision Maps and Needs Analysis (Appendix 3)

All Children on the SEND register at SEND Support Wave 2 (Initial Support) will have a needs analysis and provision map. Provision maps should demonstrate arrangements and be specific about groups of children, and their support from waves of quality first teaching through to named and bespoke interventions . Outcomes should be identified to enable judgements to be made around effectiveness of support and value for money. SEND meetings are held at least termly with the SENDCO and Class Teachers to review the impact of provision and identify if a child requires continued support.

School Focused Plans (Appendix 4)

All children on the SEND register at SEND Support Wave 3 (SEN Support) must have a school focused plan. A school focused plan tracks attainment throughout school, incorporates the child's and parental views as well as still including the needs analysis and provision map. They also include a costed provision map.

These must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. The reviews are organised by the SENDCO.

If a pupil is making good progress the review can be used to consider removing a child from the SEND register.

If targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next level of support, for example from Wave 2 to Wave 3, or from Wave 3 to a request for EHCNA. There must be clear evidence in each class teacher's SEND file of when Support Plans have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to a request for an EHCNA.

Termly and Annual Reviews of Education Health Care Plans:

If a child has an EHC Plan as at wave 2 and 3 they must be reviewed termly using the EHC tracking sheet (**appendix 5**) but in addition they must be called to a review annually. The



Annual Review will be chaired by the SENCO. Reports will be submitted by the Class teacher and anyone else working with the child, for example an Educational Psychologist or Speech Therapist. If there are concerns about a child's progress or behaviour, then school or parents can call additional reviews to be held at any time during the year and more than one can be held in the course of a year.

The Annual Review can be used to request additional support or changes to the EHC Plan if it is felt that the plan is not meeting need, annual reviews must be brought forward if it is felt that the existing plan is not meeting pupil need.

Graduated Approach to SEND Support

SEND support at Jump Primary School takes the form of a four-part cycle – **assess, plan, do and review**. Through this cycle, actions should be revisited, refined and revised to ensure the pupil is making progress and the identified outcomes are achieved.

Assess

In identifying a child as needing SEND support, the teacher should carry out a clear analysis of the child's needs. This should draw on assessments, teacher observations, progress and attainment data, the views and experience of parents and child as well as advice from external support services.

Plan

Planning will involve consultation between the teacher, parents and child (where appropriate) to agree the interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class.

Review

Reviewing pupil progress will be made at termly support plan meetings. The review process will evaluate the impact and quality of the support and interventions. Class teachers will also review progress at least 3 times per year during extended parent consultation meetings.



High quality trained staff

Children with SEND, and their families, have a right to be supported by high quality, skilled professionals. Jump Primary will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in SEND.

This programme will be a comprehensive and appropriate staff development plan which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. This will be available not only to teaching staff but also to support staff and all those involved in managing the assessment process.

Transitions

Jump Primary takes the majority of its children from the onsite school Nursery. In the Summer term prior to children from the nursery joining the school the SENCO will liaise with the nursery to establish which of the children who are progressing to the Reception class are on the Early Years SEND register. This information will be collated by the SENCO in order to draw up the SEND register for the Reception class.

Wherever possible the SENCO will liaise with other Nursery settings in order to enable smooth transition for all children.

As children on the SEND register progress to secondary school the SENCO will liaise with the various receiving schools. This will include inviting the SENCO from the secondary schools to discuss the pupils on the SEND register as well as any Y5 & Y6 Annual Reviews for EHCP students and supporting in arranging visits for children and parents to look at prospective schools. This will may include specialist provision in the case of some children with EHCP's.

Partnership with Parents/Carers

Families are the prime educators of their children. The best results are achieved where parents/carers, schools and LAs work in partnership.

In working towards this principle the school will do the following;

- Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services. This will include Signposting parents to the



range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs through the local offer:

- **Barnsley's Local Offer detailing access to services for SEND can be found at:**
- <https://www.barnsley.gov.uk/services/education-learning-and-childcare/schools-and-colleges/education-for-children-and-young-people-with-special-educational-needs/send-local-offer>
- **The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.**
- Provide opportunities for mediation and discussion where necessary.
- Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible.
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND/disabilities.
- Deliver information in an appropriate and accessible form.



Monitoring and Evaluation

All teachers have day-to-day responsibilities with regard to children with special needs, and the care of such children is seen as a whole school responsibility. The SENDCO is responsible for the co-ordination of provision and is responsible to the Headteacher in the first instance. Learning support provision is planned, monitored and evaluated by the SENCO working with the staff team. Other professionals including inclusion team staff and External Agencies may become involved when practicable and/or necessary.

Jump Primary will conduct internal reviews of SEND provision at least annually to complement the on-going monitoring and evaluation of provision and outcomes.

The SENDCO will report regularly to the Headteacher and the Governing Body

Parents/carers also have a role to play through their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

In carrying out its responsibilities towards young people with SEND the school will;

- Keep its arrangements and provision for SEND under review
- Review the effective use of its resources
- Review and evaluate the school's arrangements for individual education planning and reviewing, including parental and Support Services involvement
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the school's Development Plan and SEND policy, the LA's SEND policy and the finance delegated under SEND arrangements.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources
- The performance of LA support services as experienced by children and staff
- The provision for children with special needs within the school including annual review of EHCP's and individual learning plans
- Individual children's progress as measured against set targets



- Use of delegated funds.



SECTION 2 – Supporting other vulnerable groups of children

English as an Additional Language (EAL) or newly arrived to the country

All children, including newly arrived children and their families, are welcomed to the school by either the Headteacher or Deputy Headteacher through an induction meeting. As much information as possible about the child's previous learning experiences will be gathered within this meeting including if there were any concerns at a previous setting (if a child has previously attended school). Support structures (including peer friendship support, see also 'transient pupils') will be put in place for a child to remove any accessibility issues to school routines and the curriculum depending on the level of their language needs.

Assessment for children with EAL and with SEND needs will be looked at using the following indicators:

- Slow work rate compared with peers and children who arrived at the same time
- Little response to intervention
- Specific weaknesses in language development and literacy skills (this includes home language difficulties)
- Poor listening and attention skills
- Parental concern
- Emotional and behavioral difficulties

If it is felt that a child may have an additional need to their EAL then the usual SEND school procedures will be followed. School will support families as much as possible where there are barriers to accessibility due to language e.g. referring on to other agencies access to translation support.

Race equality

We are categorically opposed to all forms of racism and racist behaviours. At Jump Primary School we work hard to ensure that all languages and cultures are given equal status and respect.

As such, the curriculum gives opportunities to celebrate diversity as well as opportunities to learn about different cultures and religions. The community is predominantly White British with some BME pupils. We also have students from Polish descent. Where racist incidents do occur, staff will follow the agreed procedures:

- Act immediately to stop or prevent any incident



- Inform the Headteacher or a member of the senior leadership team, who will investigate the incident further, where appropriate

The Headteacher or member of the leadership team will:

- Make a log of the incident and inform parents, including any further actions to be taken
- Follow up the incident with the class teacher, who may choose to address the issue during PSHE
- Report serious incidents to the Local Authority and Governors

Able, Gifted or Talented (AG&T)

Jump Primary School offers a rich and diverse curriculum to all of its children. Through this varied curriculum, children are able to demonstrate strengths in particular subjects or aspects of learning. Gifted generally refers to academic success, whereas talented describes a particular aptitude in sports or the arts.

As part of the on-going assessment procedures, teachers may identify children who are performing significantly higher than their peers or display talent in particular areas. In such cases, teachers speak to subject leaders for advice on differentiation and match.

As is the provision for pupils with SEND, class teachers are responsible for planning provision for children who are gifted and talented. This includes providing an adequate level of challenge and mastery within the classroom, which may be through questioning, the nature of the task or level of support. Other provision may include 'one-off' activities, for example taking part in specific visits, inter-school sports challenges and competitions or after school clubs.

Children eligible for Pupil Premium Funding

We will ensure that these children are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled children. Through the use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.



The school will report on the effectiveness and impact of Pupil Premium Funding and publish this in their website. Please refer to this for further details on how this funding is used to support children.

Looked After Children (LAC)

When children are accommodated away from the family home, they are referred to as being looked after. It is vital that all adults who are working with looked after children are aware of the circumstances and are sensitive to the needs of the child.

A monitoring form is completed termly and discussed at planning meetings with Educational Psychologist, SENDCO and parent support advisor and returned to the Local Authority in order to safeguard the child's educational opportunities and to ensure that they achieve.

The Parent Support Advisor who is also the Deputy Safeguarding Officer is also responsible for carrying out termly PEP meetings and liaising with the SENDCO where necessary to ensure that provision is in place to ensure successful outcomes for the child.

Children with physical disabilities

Jump Primary School is a single level site. Entrance to the school is level and is wheelchair accessible. A lift is available for the steps that give access to the dining hall, hall and FS!/2 and year 1 .

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources, such as ICT or specialist equipment. Staff use radio aids to support Hearing Impaired pupils as well as a visually supported learning environment . The use of interactive whiteboards and high quality interactive screens increases visibility for all learners. Pupils with a visual impairment have access to specific resources e.g. own laptop to support their access to print

The school works alongside the LA Inclusion services for visual, hearing and physical needs support . The school purchases a package of support for children with specific hearing loss and/or visual impairments, and staff have undergone specific training to support these individuals.

Learning opportunities are absorbing, rewarding and highly differentiated. Schemes of work for each area of the curriculum are in place and differentiated to include appropriate learning outcomes for all children.

Children who are transient



The school works closely with parents / carers of children at the school to avoid mid-year transfers to other schools where possible.

Where children transfer to Jump midyear, a formal admission meeting is organised with either the Head or Deputy Headteacher . During this meeting, information is sought about previous educational experiences and personal circumstances that may be relevant. This meeting is also an opportunity to discuss the school's aims and values and the desire to work in partnership with parents / carers.

Information from previous schools is sought as a matter of urgency. This enables staff to quickly plan work that is matched to pupil need, provides details of whether external agencies were involved with the pupil at their previous school and also ensures any social care involvement is maintained.

A variety of Support staff (TA's, LTS, PSA) as well as the class teacher may support the integration of transient children, for example, ensuring they have a known 'buddy' on the playground, encouraging new children to join lunchtime clubs, working alongside new children both formally and informally, to make certain children are welcomed and feel part of the school community.

Children who are infrequent attendees

Our Parent Support Advisor contacts families on the first day of absence to ensure that there is an appropriate reason for children not being in school. Where necessary, the PSA may also make home visits, bringing children into school if this is appropriate. For children who have missed significant periods of time from school, every effort is made for appropriate catch-up programs to be put into place.

The school works in partnership with other agencies for families that are hard to reach or when attendance has dropped below 90%. Further information can be found in the school's attendance policy.

Early Help assessments may be set up to regularly meet with the family and identify where a family may require additional support in meeting their child's needs . At Jump we are passionate about working in partnership with families to support the whole family, pupil and parent voice is at the heart of what we do.

Children who are excluded or at risk of exclusion

Every effort is made to find alternatives to exclusion. However, as identified in the behaviour management policy, certain behaviours, particularly those that put children at risk of harm, will not be tolerated.



Where children are excluded from school, appropriate work is provided for children to complete. Where possible, this links to the work that the rest of their peers will undertake during the time of the exclusion.

On their return to school, children and their families must attend a meeting with the Headteacher. During this meeting, the rewards and sanctions systems are reiterated, additional provision and support plans are discussed and a home school contract may be drawn up.

For children at risk of exclusion additional support may be sought through an Early Help Assessment , for example input from external agencies, detailed SEND support plans (SEE school focused plans) and support. A Positive Handling Plan which details the proactive strategies to reduce risk and support social emotional mental health as well as specific response to the behaviours being presented, will be drawn up. It is the school's policy to inform parents / carers of concerns as they occur. However, it is vital that these are balanced by news of successes and achievements.

Evaluating the success of the Inclusion Policy

- All children are set challenging individual targets for literacy, numeracy and science. Each half term we monitor the progress made by children against these targets through pupil progress meetings. For any children or groups of children who have not made sufficient progress, additional provision is reviewed.
- At least every year we analyse data relating to achievement and attainment, linking this specifically to the groups identified within this policy. The outcome of this analysis drives provision and interventions for the coming year.
- Provision management is the tool used to monitor and evaluate the impact of interventions.
- Each term we analyse the number of fixed-term exclusions, paying attention to potential barriers to learning.
- We report progress to Governors through the Quality and Standards committee and through the headteacher's report to Governors.
- The SENDCO meets with the SEN Governor regularly to evaluate impact .
- Whole school monitoring and evaluation procedures include lesson observations, work and planning scrutinies and discussions with children. During these procedures, raising standards for all children is paramount.