

Calmore Junior School's Approach to Inclusion

Our Inclusive Ethos and Philosophy

At Calmore Junior School, inclusion is at the heart of everything we do. We are committed to ensuring that **all pupils**, regardless of need or background, are fully included in school life and are supported to achieve their best possible outcomes academically, socially and emotionally.

In line with the **SEND Code of Practice (2015)**, we promote a culture of **equity, belonging and respect**, working in close partnership with pupils, parents/carers, staff and external agencies to **identify and remove barriers to learning**. Our inclusive approach ensures that children feel safe, valued, listened to and supported.

We have extensive experience supporting pupils with a wide range of needs, including:

- visual impairment
- physical disabilities and mobility needs
- speech, language and communication needs
- social, emotional and mental health needs

We also recognise that we serve a **higher-than-average proportion of disadvantaged pupils**, and we are committed to supporting all pupils to thrive, both academically and emotionally.

Our school values, British Values, and an understanding of the **Protected Characteristics** underpin our inclusive practice and are embedded across the curriculum and wider school life.

This commitment to inclusion was recognised by Ofsted, who noted that:

“Leaders are ambitious for pupils to learn a wide range of subjects well... The development of the whole child is kept at the heart of leaders’ work. All pupils, including those with special educational needs and/or disabilities (SEND), are supported to do their best.”

They further highlighted that:

“Leaders have a robust system in place to identify and meet the needs of pupils who need additional help... Teachers are supported well to adapt tasks in all subjects to meet the needs of pupils with SEND.”

Inclusion remains a **key priority within our School Improvement Plan**. Our practice is reflective and continually evolving in response to the needs of our pupils. We are committed to “finding a way” to ensure every child can succeed.

Central to our inclusive approach are **positive, trusting relationships**. We believe strong relationships between pupils, staff and families are essential for pupils to feel secure, confident and ready to learn. We know our children well and place them at the centre of all decision-making.

Identification of SEND

In accordance with the SEND Code of Practice, we place a strong emphasis on **early identification** and use a wide range of information to identify pupils who may require support in addition to **Ordinarily Available Inclusive Provision (OAIP)**.

Identification methods include:

- liaison with previous settings and schools
- regular communication with parents/carers
- classroom observations and monitoring during unstructured times
- discussions with staff who work closely with the pupil
- review of previous SEND plans, EHCPs and medical information
- information from external agencies
- ELSA records and professional discussions
- pupil voice
- formative and summative assessment data
- ongoing assessment for learning (AfL)
- specialised assessments (e.g. DEST)

We follow a **graduated approach of Assess, Plan, Do, Review**, ensuring that support is carefully matched to individual need and regularly reviewed for impact.

We recognise that a child's **learning profile** extends beyond academic attainment and may include:

- working memory or processing difficulties
- sensory needs
- social communication differences
- medical diagnoses such as Autism, ADHD or Dyslexia
- emotional needs linked to trauma or adverse childhood experiences
- attendance or engagement challenges

Provision and Support

Our inclusive provision is designed to ensure pupils can access learning, make progress and develop independence. In addition to our Ordinary available inclusive practice (OAIP),

Support may include:

- high-quality, inclusive teaching and adaptive strategies
- flexible grouping arrangements
- calm, purposeful learning environments
- access to safe and quiet spaces
- soft starts and flexible transition arrangements
- key adult mentors

- alternative entry arrangements where appropriate
- morning clubs
- pre-teaching and overlearning opportunities
- targeted small group support
- additional adult support
- evidence-based interventions
- environmental adaptations (e.g. lighting, seating)
- use of individual workstations and specialist equipment (e.g. sloping desks, laptops, wobble cushions, headphones)
- speech and language, physiotherapy and occupational therapy programmes
- emotional and mental health support including ELSA, Drawing and Talking, and counselling
- additional learning aids such as word banks, concrete resources and appropriately matched reading materials

We prioritise:

- emotional and physical safety
- trauma-informed and emotion coaching approaches
- a consistent and robust behaviour policy
- strong collaboration with parents/carers and partner schools
- regular CPD to ensure staff are skilled and confident in inclusive practice

Working with External Agencies

In line with the SEND Code of Practice, we work collaboratively with a wide range of **external professionals and services** to ensure pupils receive appropriate, timely support.

These include:

- NHS nursing teams
- hospitals and medical professionals
- speech and language therapy
- occupational therapy
- physiotherapy
- educational psychology
- Primary Behaviour Service (PBS)
- cluster school SENCO networks

- feeder and secondary schools
- Hampshire advisory services
- Pupil Premium and Inclusion services
- Children's Services and social care
- family support workers
- CAMHS
- OWL Centre
- Virtual School
- local special schools
- Mental Health Support Teams (MHST)
- EMTAS
- PINS
- community-based organisations, including YFM @ Testwood Church

Through strong partnerships and a shared commitment to inclusion, we ensure that pupils and families receive coordinated, holistic support.