



New End School

Inclusion Policy

January 2025

To be reviewed January 2026

Rationale

At New End School we welcome all children and their parents. We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development. Inclusion is at the centre of our school's aims and values. We believe that inclusion is successful when attitudes are welcoming and positive and when there is sufficient and appropriate support for all children and their parents/carers. Our priority is to ensure that all children access the right support and to this end, we work hard to maintain links with parents/carers and health and education professionals, so that all children make progress, achieve, are involved in day-to-day life of the school and feel safe and included.

Special Educational Needs and Disabilities

How we help children who are falling behind in their learning?

The SENDCO, class teachers and SEND teacher meet regularly and identify children who may be under-achieving. We then input our graduated response to meeting children's needs, using three 'waves' of support:

- Wave 1 - high quality "inclusive", differentiated lessons for all children
- Wave 2 – small group intervention for children who can be expected to catch up with their peers as a result of the intervention.
- Wave 3 intervention – specifically targeted interventions and personalised support for individual children to support good progress and achievement.

The variety of provision we make for children includes:

- A curriculum differentiated by class teacher
- SEND support teacher teaching individuals and groups
- Teaching Assistants supporting individual work in class
- Intervention groups run by Teaching Assistants
- Assessment and intervention by the Educational Psychology Service

- In-house therapists (Unlocking Potential) who support the well-being of children, parents and staff
- Speech and Language therapist group work and individual work
- Speech and Language lead teacher individual and group work
- Primary Learning Support teacher working with individual children on a weekly basis where there is need

How we help children develop their social and emotional development?

Our SEND teacher works with children who are in need of additional confidence-boosting on a 1:1 basis. These children may need extra input to build their self-esteem, improve their emotional, literacy and/or social skills.

- When further needs occur we use our links with Primary Learning Support Service (PLSS) who have expertise in supporting children with SEMH (social, emotional and mental health needs). This service then supports the Inclusion Manager and class teachers in providing the best support and advice.
- Our deputy headteacher and inclusion manager have received one day training in raising awareness and early identification of mental health issues in primary children.
- Where the need arises, we seek support and counselling services from the Tavistock Centre (including accessing the support or our outreach CAMHs worker who is on hand for advice bi-weekly).
- We have bought into Unlocking Potential's schools programme which is a school-based mental health service providing high-quality therapeutic support to children and families struggling with social, emotional and mental health needs (SEMH). It is led by a Team Manager, a qualified Child Therapist, who assesses the level of need and formulates a targeted intervention plan. We draw from a broad range of interventions such as: 1-1 therapy (including play and art therapy) and short-term targeted therapeutic interventions. Their work is three-fold: with children, with parents and caregivers and with school staff. Staff from UP are in school two days a week.

Ethnic Minority Achievement

How we support children who enter New End with an additional language?

We aim at New End to meet the particular needs of pupils for whom English is an additional language and to raise standards of achievement for all those who are at risk of under-achieving. We ensure that EAL teaching is clearly and sharply focused on EAL pupils and differentiated to meet the needs of pupils at different stages and levels.

Exactly two-thirds of our school population are bilingual and have another language although not all need targeting (some children are fluent in both languages). Up to 60 children of the school population are supported every year either in the classroom or in small withdrawal groups. The biggest minority group is the Hebrew speakers (32, 15% of EAL children), then the Russian speakers (24, 11%), after this there are approximately 32 languages spoken by small numbers of pupils

Most Able Pupils

How we provide for the children in our school who are most able?

We are aware of the children within our population who are able and through setting open-ended activities, we aim for all children in our community to be reaching their potential. Through a school-wide initiative of teaching philosophy for children (P4C), we aim to provide a challenging and varied curriculum which allows for higher order thinking. Our most able children take part in inter-school competitions in maths and science and general knowledge.

Heidi Meakin
Inclusion Manager