



Inclusion



John Mason School
Excellence Through Creativity

What is Inclusion?

At some point in their education most students will need extra support to enable them to reach their full potential. For other students, sustained support will be needed throughout their time at school. It is the role of the Inclusion Unit to ensure that all students identified as having a particular need are given the best possible support to enable them to achieve their potential.



The Inclusion Unit identifies students who need extra support and ensures that those students are given the best chance to succeed, both in class and through the wider school community. We do this by sharing information on how best a student learns and by providing tailored intervention packages to help those students to close any gaps in progress with their peers. We advise teachers on best inclusive practice, providing teachers with detailed knowledge on the specific needs of each student on the SEND register.

What is the SEND Register?

The Special Needs Register is a detailed register of all students at John Mason who may need additional support as a result of a learning difficulty or disability. Our Special Needs Register is constantly being updated, with some students joining it for a period of time (entered on the register as School Support Status K). Students with more complex needs may remain on the register for longer including some who are supported more intensively with an Education Health Care Plan (EHCP).

We aim to work closely with students, parents, staff and external support agencies to ensure that John Mason School is a fully inclusive school which enables all its students to succeed.

What is our support offer to students?

We offer approximately 180 hours of TA support a week. This time is shared between the delivery of bespoke support programmes for individual students and support for the teacher within classrooms to enable quality first inclusive teaching.

We can support up to 30 students a year on individual literacy programmes, including 6 students on our intensive Fischer Family Trust and High 5 literacy programmes. We offer further support for students with speech, language and communication needs through group and individual instruction for up to 12 students a year. In class, TA support is designed to increase teacher interaction with vulnerable learners.



Who are the Inclusion Unit Team?



Astrid Fox-Orband
Director of Inclusion (SENCo)
National Diploma of Special Educational Needs.
French Degree (DEUG)
French Masters degree
PGCE Modern foreign languages
EAL trained
Autism trained L2
PAPAA Diploma (Dec 2020)



Siobhan Mansell
Year 7 Inclusion Lead
Assistant SENCo
In class support TA
FFT trained
Lead Literacy and SPLNC TA
PGCE Primary
OLI Online inset speech and communication needs
Delivers 1:1 intervention
CAMHS Autism Training Level 1
AET
KS4 English and Science in class support



Ben Thompson
Higher Level Teaching Assistant
Primary Experienced
English Specialism
Key Skills Teacher
Therapeutic Mentoring Training



Luana Fois
In class support TA
FFT trained
Autism training Level 2 AET
Delivers 1:1 intervention
Keyworker for students with Demand-Avoidance and Autism
EAL/ESOL trained
Post-graduate Certificate in Art as Therapy
Therapeutic Mentoring Training



Tamara Solomon
In class support TA
FFT trained
Experienced Teacher in Romanian Education System
MA in Comparative English Literature



Carol Camping
Learning Support and Inclusion Administrator
Qualified nursery nurse NNEB
BEd degree in primary education
Post-graduate Diploma in Modern Children's Literature
Former primary Headteacher



Hilary Gurden

In class support TA
1-1 interventions
ELCISS(Enhancing Language
and Communication in
Secondary Schools)
TEFL/TESOL- Level 1 trained



Jo Green

In Class support TA
FFT trained
Autism Level 1 trained



Laura Bosley

Degree in Childhood Studies
In class support TA
Experienced working with
EAL students
Lead TA for Homework Club



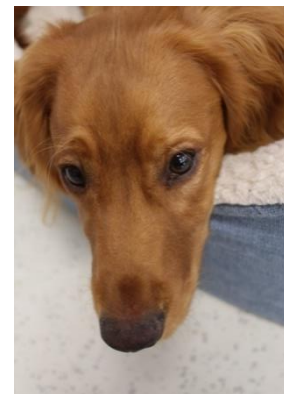
Debbie Lee

In Class TA
ELSA trained
Autism Level 1 trained



Jo Ferriman

In class TA
ELSA trained
Autism Level 1 trained



Murphy

JMS Therapy Dog



Shari Barnett

Inclusion Support Worker

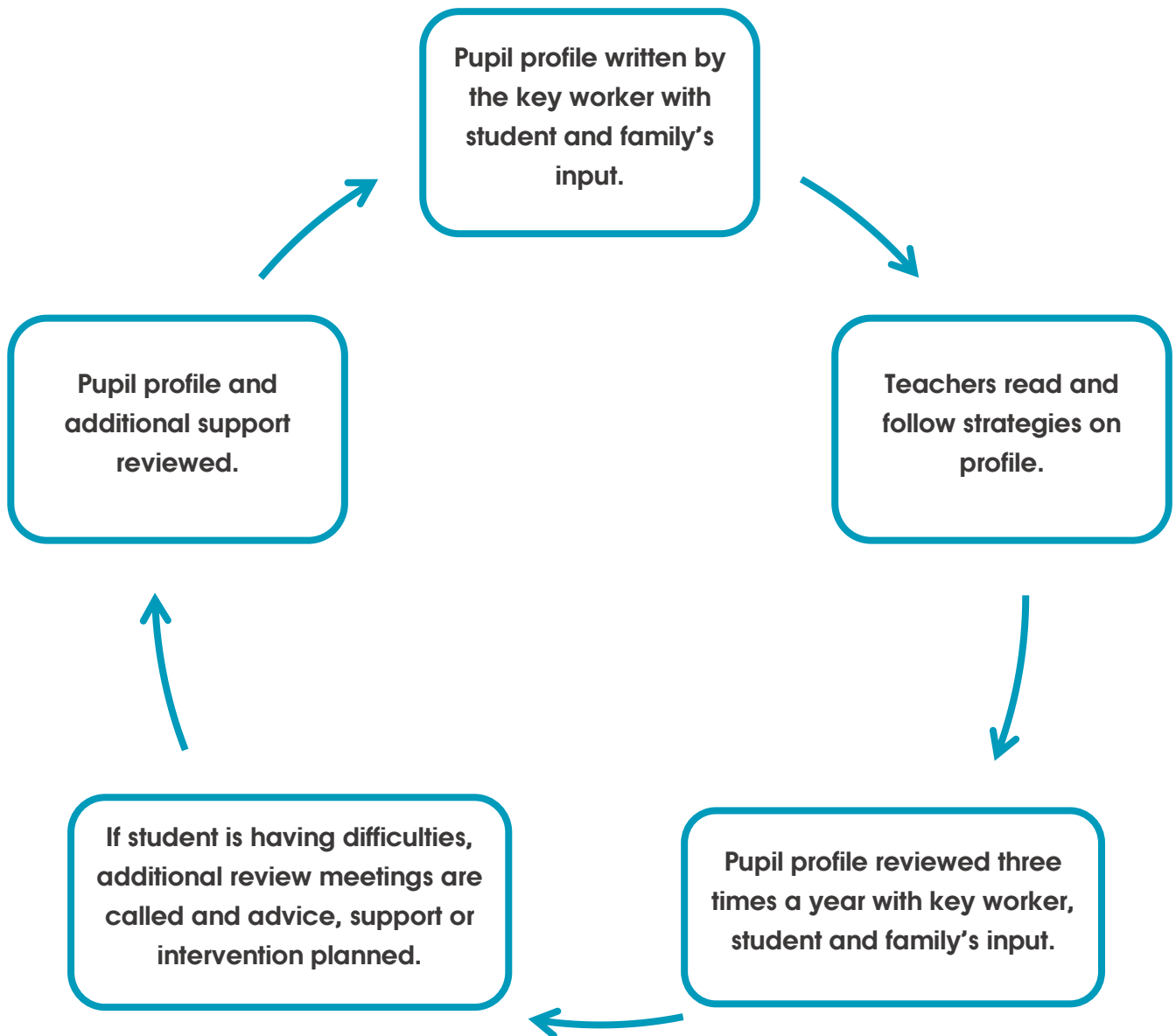
'In Class' TA Support Policy

At John Mason school we continually monitor our 'In Class Support' provision to support faculties' assessment for learning and to support the class teacher in removing barriers to learning for all students. We aim to promote independent learning through supporting the class teacher in developing students' resilience and providing healthy challenge.

Although TA in class support may be built around classes where some students have significantly high levels of need, our team is mindful that the lead professional is the subject teacher. We aim therefore to enable the teacher to give as much individual attention to each student as necessary, through quality first teamwork with the teacher as lea

What are pupil profiles?

Pupil profiles tell the teacher how to best meet the Special Educational needs of your child. The pupil profile contains up to date information on how a student with SEN learns. It is reviewed by the tutor or other key worker twice a year. Pupil profiles will also contain information on any additional support taking place outside the classroom. All teaching and support staff must read and respond to these profiles.



How are students identified as needing support?

Often students are identified on transition from primary school. Any student can be referred to Inclusion if there is a concern either with progress or behaviour. Parents can ask the form tutor to make a referral. Referrals may also result from teacher assessments and whole school tests. Once a student has been referred to the Director, parents will be informed of any decision to move the child on to the SEND Register and what support may be needed.

What help is available from the Inclusion Team?

At John Mason School we have an experienced Student Support Team comprising Teaching Assistants, an Inclusion Support Manager and one Higher Level Teaching Assistant (HLTA). We offer a range of individual and group intervention programmes to support a diverse range of needs. Our support is structured into three waves:

Wave One

Wave One is support in class through high quality inclusive teaching, informed by pupil profiles drawn up by the Inclusion Unit. Teaching assistants may be made available to allow the teacher to give more individual support to the student. Teachers may use dyslexia-friendly or communication-friendly strategies to ensure all students are accessing the learning.

Wave Two

This involves group work sessions with students withdrawn from class. We have a range of interventions around literacy, speech, language and communication. Social and emotional aspects of learning are supported in the Wellbeing Zone or Learning Zone.



Wave Three

For some students 1:1 tuition may be more appropriate; Wave Three is an intensive support for students with higher levels of needs. Staff have been trained to deliver bespoke intervention programmes and have attended additional training tailored the students' specific needs. They may follow individualised literacy or communication programmes. communication or social interaction programmes.

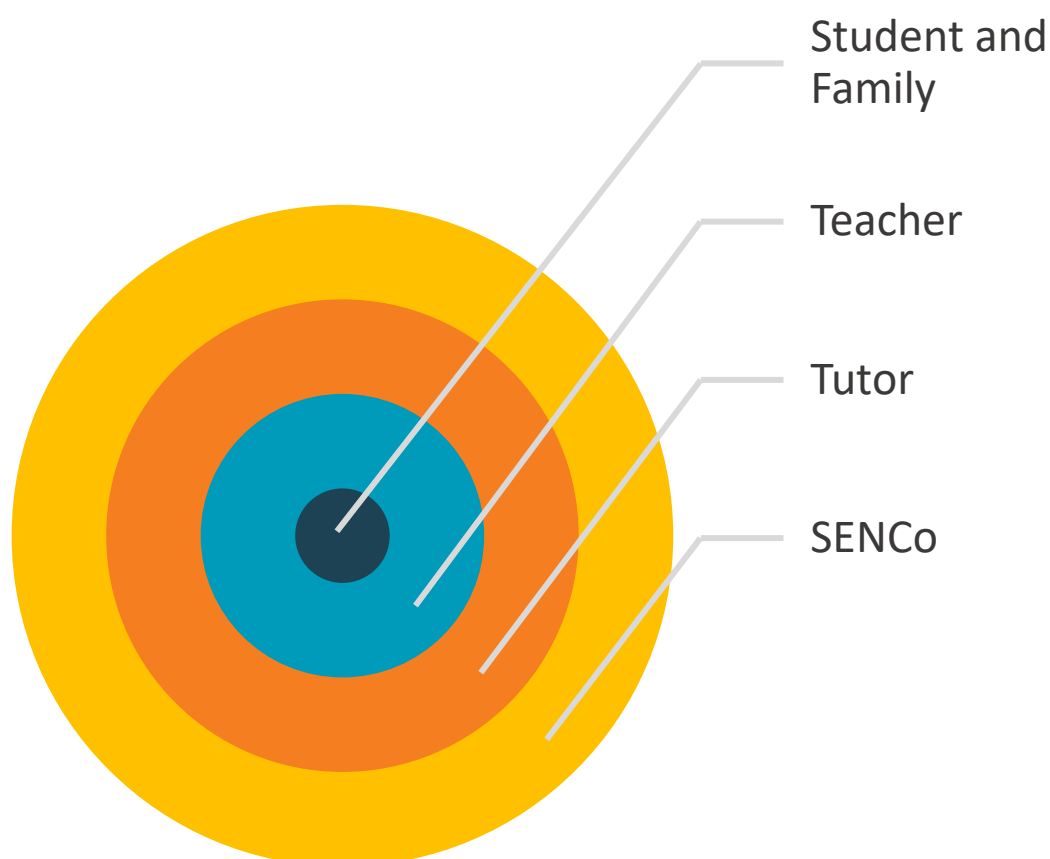
Who do I talk to about my child's needs?

The key worker for each student is usually the form tutor but may also be a member of the Inclusion team.

Where a student has an identified need the form tutor may seek advice from the SENCo and will share information with the teaching staff about the barriers to learning their tutee is facing.

Where a student's needs are more complex and may include an Education Health Care Plan (EHCP), the SENCo and Director of Year will meet with the tutor, student and parents to develop a team approach. As more support is needed, the SENCo and Director of Year may draw on intervention programmes, outside professionals and Teaching Assistants. This support is designed to develop resilience and independence in the student, and effective, inclusive, reasonable adjustments in teacher planning.

Our most successful support takes place when there is good communication between home and classroom, student, tutor and SENCo.



Help & Information



Oxfordshire Local Offer

www.oxfordshire.gov.uk

Most useful website to give families information about SEND processes and available services to support young people with SEND.

Oxfordshire Family Information Service

www.oxfordshire.gov.uk/disabilityinformation

SENDIASS, formerly Parent Partnership Oxfordshire

www.oxfordshire.gov.uk/parentpartnership

Ambitious About Autism - A national charity for children and young people with autism, providing services, raising awareness and understanding, and campaigning for change.

www.ambitiousaboutautism.org.uk/page/index.cfm

Attention Deficit Disorder Information and Support Service (ADDiSS)

Provides people-friendly information and resources about ADHD to anyone who needs assistance: parents, sufferers, teachers or health professionals. www.addiss.co.uk

British Dyslexia Association (BDA) Provides people-friendly information and resources about ADHD to anyone who needs assistance: parents, sufferers, teachers or health professionals. The voice of people with dyslexia, it aims to influence government and other Institutions to promote a dyslexia-friendly society. It promotes early identification and support in schools to provide opportunities for people on leaving school, in higher education and in work. www.bdadyslexia.org.uk

The Communication Trust A coalition of nearly 50 voluntary and community organisations with expertise in speech, language and communication. The collective expertise is used to support the children's workforce and commissioners in meeting the speech, language and communication needs of all children and young people. www.thecommunicationtrust.org.uk

Contact a Family Supports the families of disabled children whatever their condition or disability.

Its vision is that families with disabled children are empowered to live the lives they want and achieve their full potential, for themselves, for the communities they live in, and for society.

www.cafamily.org.uk

Social, Emotional and Behavioural Difficulties Association (SEBDA) Represents the 'behaviour', disaffection and mental health difficulties field at regional and national level, contributing to government consultations and to research initiatives. www.sebda.org

Young Minds Promotes the mental health and emotional well-being of children and young people across the UK. www.youngminds.org.uk

Adoption Support Help Desk Provides advice and support, signposts callers to other services which best meet the request for support, or refer on for an assessment of adoption support needs

Adoptionsupport@oxfordshire.gov.uk

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