



# Inclusion 2022-2023

## *A guide to SEND and Inclusion within school*

### Inclusion

The term “inclusion” is not only used to refer to the way in which we support children with Special Educational Needs and Disabilities (SEND) at Otley All Saints as being an inclusive school; it is about ensuring that **all** children have an equal opportunity and are given the best possible education, so that they can achieve their potential and be well prepared for adulthood.

Under the heading inclusion comes children with English as an additional language, more able children, those with SEND, adopted and looked after children, pupil premium children and children with specific medical needs.

At Otley All Saints we place great importance on supporting children not only with their learning needs, but with their social, emotional and mental health. If children are finding it difficult to manage their emotions it can impact quite

significantly on their lives both at home and at school.

We use a number of interventions and strategies to support children who have social difficulties, low self-esteem, or who may be going through a traumatic period which affects their emotional wellbeing.

***If you feel that your child is having difficulty with his or her emotions, behaviour, or needs some help to deal with a traumatic event, please do let us know and we will endeavour to provide them with the right support.***



### *SEND Register*

It is a statutory duty to keep a SEND Register in school. Children on this register have been identified as having a need that requires special educational provision to be made for them above that of quality first teaching.

This is defined in the [2014 SEN Code of Practice](#), as provision that is additional to or different from that made generally for other children of the same age. They have a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age.

Through discussion with parents, children may be added to or removed from the register during their time at school.

A meeting will take place to discuss the support that will be put in place for your child at that time.

Relevant training will be undertaken by the staff delivering this support as the vast



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majority of work will be carried out by our current staff.

Recently we have accessed more substantial training on supporting those children with ADHD and Autism, meeting the needs of those children displaying a dyslexic profile and on supporting adopted or looked after children.



## External agencies

We work closely alongside a range of external agencies to ensure we offer the best support to our children.

- Educational Psychologists
- Speech and Language Therapy: NHS and Away With Words
- Occupational Therapists
- Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- One Adoption
- Specialists Training in Autism and Raising Standards (STARS)
- Special Educational Needs and Inclusion Team (SENIT)
- Deaf and Hearing Impairment Team (DAHIT)
- Targeted Services
- Social Care
- Allergy Team

## What to do if you have any concerns

Arrange a meeting with your class teacher or contact one of us directly. Every child is unique and every situation is different. Do not be afraid to come and speak to us – we are here to support your child both in school and at home.

If at any time staff are concerned about your child's learning or wellbeing they will arrange a time to meet with you to discuss support or clarify the situation.

### SENCO:

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