



# 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 200 hours of TA support a week. This time is shared equally 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 6 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



**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



**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



**Tamara Solomon**

In class support TA  
FFT trained  
Lead TA for Homework Club  
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



**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

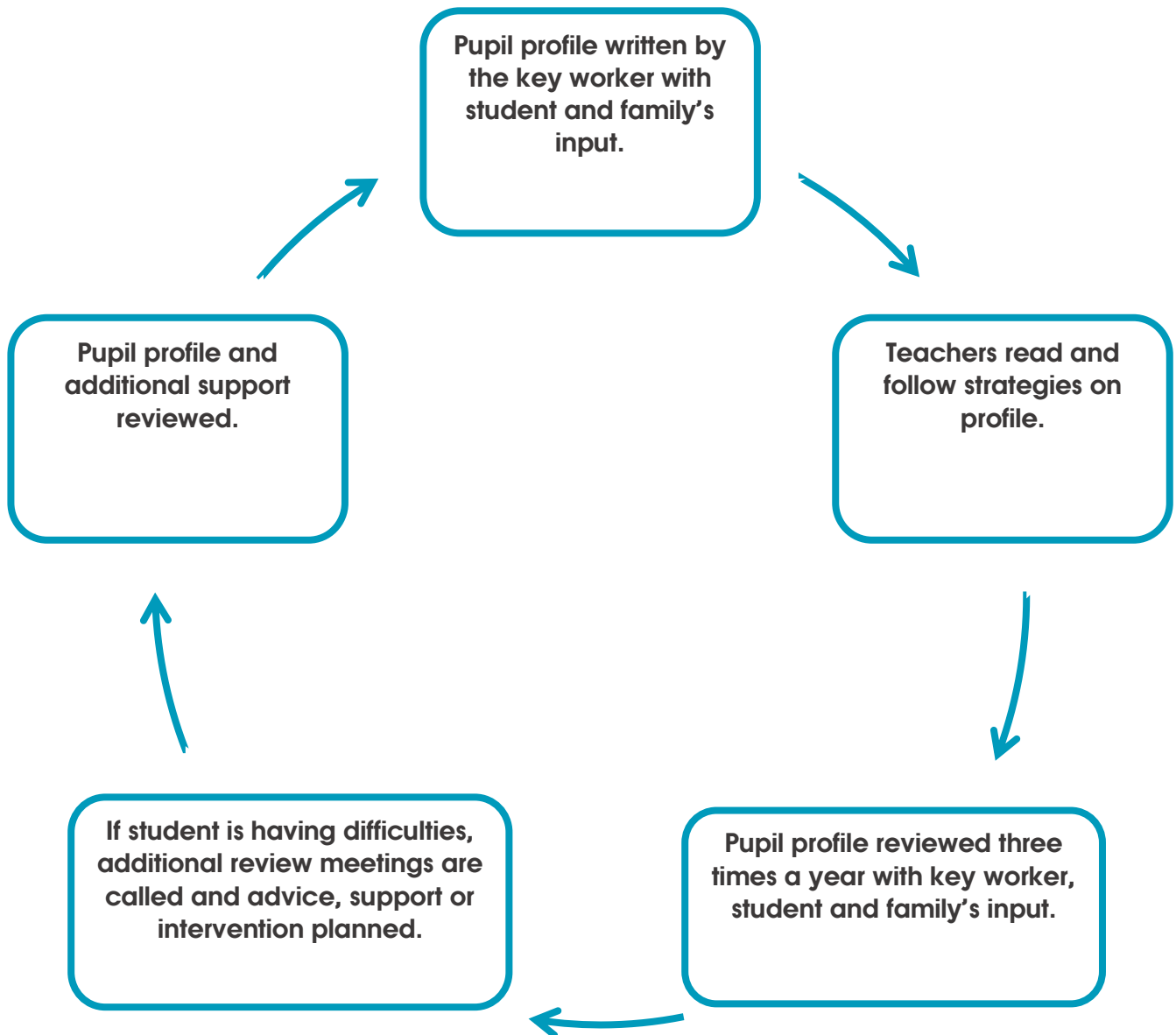
## **‘In Class’ TA Support Policy**

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 lead.

## What are pupil profiles?

Pupil profiles tell the teacher how to best meet the learning 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?

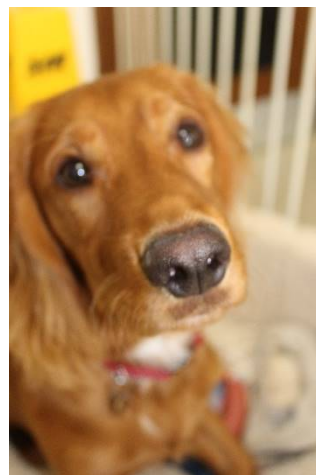
At John Mason School we have an experienced Student Support Team comprising Teaching Assistants, an Inclusion Support Manager and one Higher Level Teaching Assistant (HLTA). We offer a range of individual and group intervention programmes to support a diverse range of needs. Our support is structured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

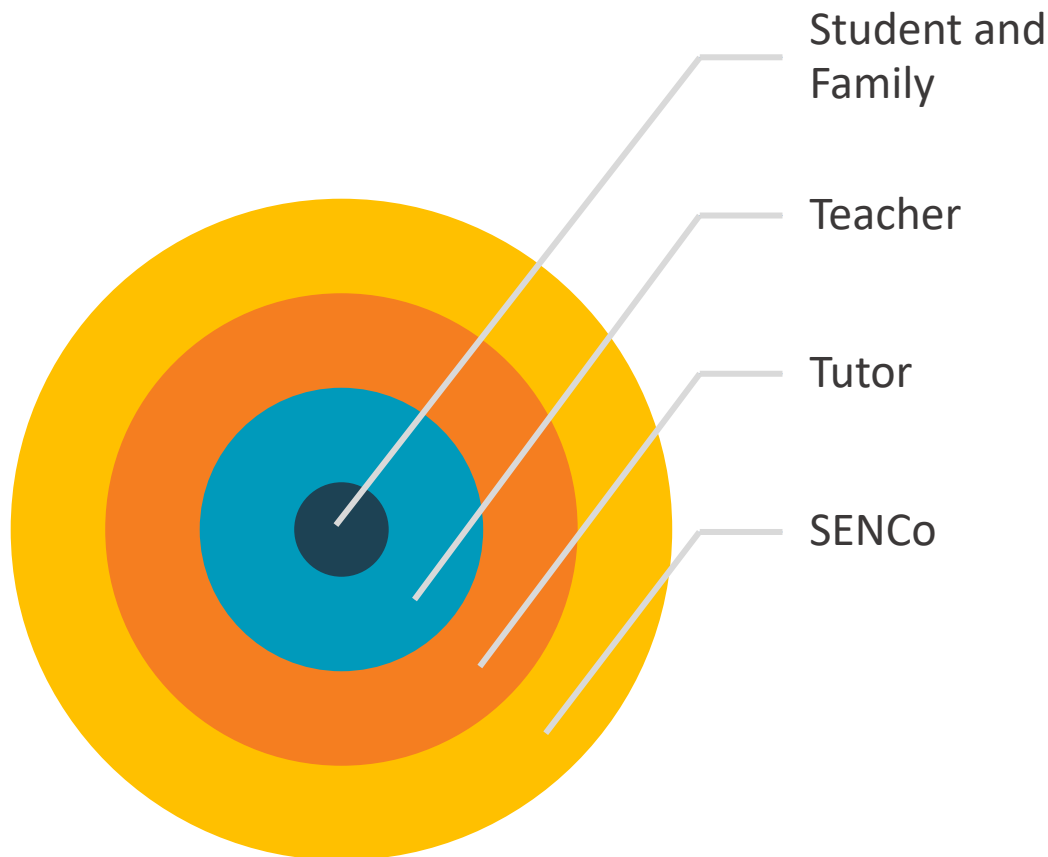
## Who do I talk to about my child's needs?

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) or Statement, the SENCo and Head of Year will meet with the tutor, student and parents to develop a team approach. As more support is needed, the SENCo and Head 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 adjustment 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 Family Information Service  
[www.oxfordshire.gov.uk/disabilityinformation](http://www.oxfordshire.gov.uk/disabilityinformation)

ADVIZA, formerly Parent Partnership Oxfordshire  
[www.oxfordshire.gov.uk/parentpartnership](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](mailto:Adoptionsupport@oxfordshire.gov.uk)