

Inclusion



INCLUSION POLICY

(See also Equality; Gifted and Talented; SEND)

1 Strategy

Blakedown CE Primary School's mission statement aims to value and nurture the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

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2.1 *Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'*

Index for Inclusion - Booth and Ainscow 2000

2.1.1 Successful inclusion should result in every pupil feeling safe, confident and happy at school.

2.1.2 Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities.

2.1.3 Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school family.

2.1.4 Successful inclusive provision at Blakedown is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

2.2 As an inclusive school, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

2.2.1 girls and boys;

2.2.2 minority ethnic and faith groups;

2.2.3 children with physical or sensory impairments;

2.2.4 children who need support to learn English as an additional language (EAL);

2.2.5 children with special educational needs (SEND);

2.2.6 able, gifted and talented children (GAT);

2.2.7 Children who are at risk of disaffection or exclusion;

2.2.8 vulnerable and looked after children;

2.2.9 poor attendees;

2.2.10 children from families in crisis or under great stress;

2.2.11 young carers;

2.2.12 traveller families;

2.2.13 asylum seekers or refugees.

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2.3 Planning the Curriculum

- 2.3.1 The School currently uses the National Curriculum (2014), Foundation Stage Profile, Worcestershire Diocese Religious Education Scheme of Work and Val Sabin Physical Education Scheme of Work to support the staff, at all levels, in planning the formal curriculum.
- 2.3.2 The School has a long term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual as well as age expected needs.
- 2.3.3 School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
- 2.3.4 All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

2.4 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- 2.4.1 do all our children achieve their best?
- 2.4.2 are there differences in the achievement of different groups of children?
- 2.4.3 what are we doing for those children who we know are not achieving their best?
- 2.4.4 are our actions effective?
- 2.4.5 are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Procedure

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

3.2 Class Teachers:

- 3.2.1 All pupils at Blakedown CE Primary spend the majority of lesson times being taught alongside their class mates in their classroom. Class teachers take the lead role in managing and creating the classroom environment.
- 3.2.2 Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Provision Map (IPM). Parents/carers are informed by their child's teacher of any additional or different provision being made for their

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child.

3.2.3 Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupil Progress Meetings which are led by the Head Teacher and SENDCo.

3.2.4 Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

3.3 Teaching Assistants:

3.3.1 Teaching Assistants (TAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons.

3.3.2 Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the SENDCo.

3.3.3 To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.

3.3.4 In order to best utilise their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Class Teachers.

3.4 Special Educational Needs or Disabilities (SEND)

3.4.1 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

3.4.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

3.4.3 has a significantly greater difficulty in learning than the majority of others of the same age, or

3.4.4 has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3.4.5 A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

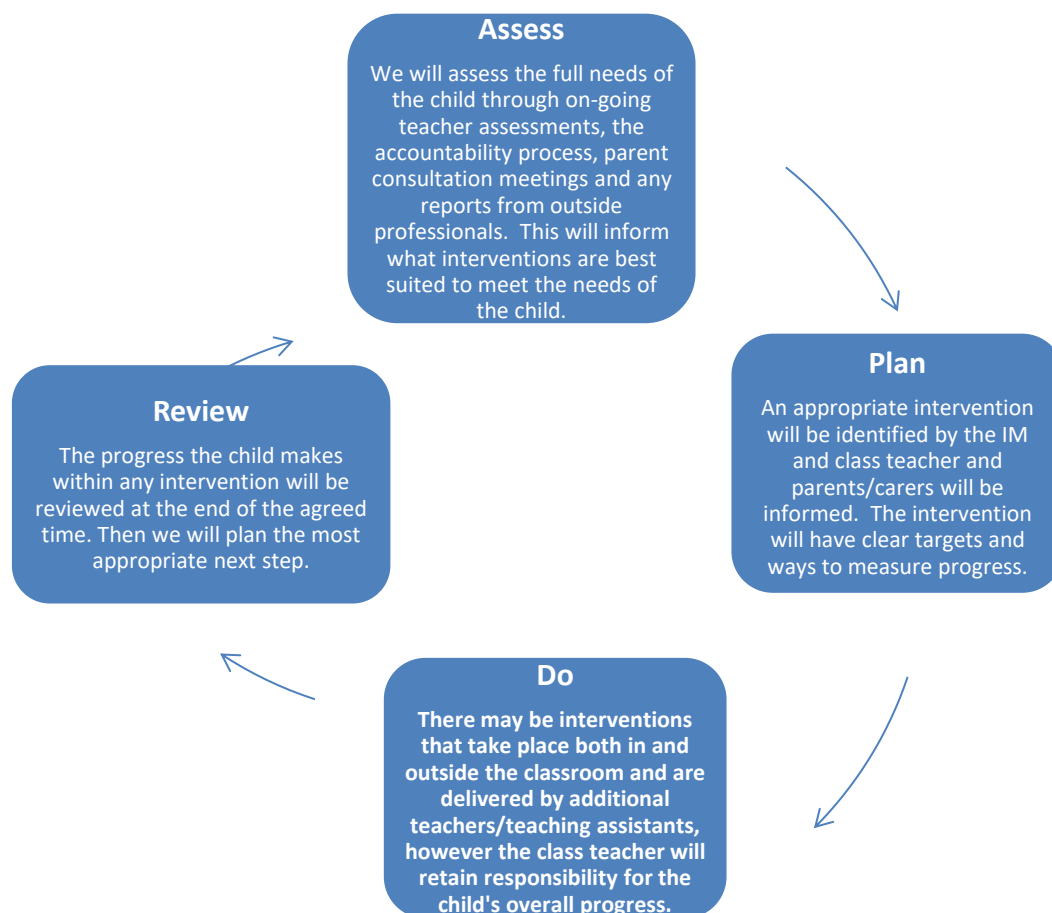
3.4.6 A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (**Child and Families Act 2014 s20**)

3.4.7 A person (P) has a disability if -

3.4.7.1 P has a physical or mental impairment, and

3.4.7.2 the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' (**Equality Act 2010 s6**)

- 3.4.8 Identification of Special Educational Needs or Disabilities.
- 3.4.8.1 Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Blakedown CE Primary.
- 3.4.8.2 When a concern is evident the class teacher will liaise with the SENDCo and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- 3.4.8.3 Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- 3.4.9 There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 3.4.10 The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (See below)



3.5 The kinds of interventions within this 'graduated response' are as follows:

3.5.1 Universal - All pupils will benefit from:

- 3.5.1.1 High quality learning through the provision of high quality teaching; both form and informal.
- 3.5.1.2 Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- 3.5.1.3 On-going and timely assessments which inform any further provision needed.

3.5.2 Targeted Support - Some pupils may benefit from:

- 3.5.2.1 Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- 3.5.2.2 Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention through the Accountability Process.
- 3.5.2.3 If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

3.5.3 Specialist Support - A few pupils may benefit:

- 3.5.3.1 Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

3.6 Outside Agencies who help us achieve inclusive practice and meet specific needs.

3.6.1 In achieving provision which will meet the wide range of pupils' differing needs at Blakedown CE Primary, we are supported by a number of specialised health or educational bodies. Those agencies most commonly involved in supporting pupils are:

- Health
- The Speech and Language Therapy Service to Schools (SaLTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The School Nursing Service
- Education
- The Educational Psychology Service (EPS)
- The Behaviour Support Service (BSS)
- The Language Communication and Interaction Service (LCIS)
- Services for the Hearing or Visually Impaired
- Complex Needs and Dyslexia Service (CNDS)
- The Hospital and Home Tuition Service

3.6.2 Before making a referral

3.6.2.1 Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.

3.6.2.2 The school then takes instruction from that team on how to proceed - whether to make a Child Protection referral and whether to inform parents/carers of that referral.

3.6.3 Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The SENDCo and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.

3.6.4 The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

3.6.5 The majority of SEN pupils will have their needs met through mainstream provision, however Parents/carers are entitled to ask the Local Authority to conduct an Education, Health and Care (ECH) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan.

3.7 The SENDCo is responsible for:

3.7.1 Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.

3.7.2 Liaising with other parents/carers.

3.7.3 Monitoring interventions and support their delivery.

3.7.4 Monitoring IEPs and contributing to evaluations and the development of new ones.

3.7.5 Sharing good practice and expertise amongst other staff.

3.8 English as an Additional Language

3.8.1 Definition and Rationale.

3.8.1.1 The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

3.8.1.2 EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

3.8.1.3 Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

3.8.1.4 The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

3.8.2 Identification and Assessment

3.8.2.1 Pupils who are EAL are identified upon starting the school. If it is clear that pupil's fluency levels are low then they will be assessed using the EAL Stages.

3.8.2.2 This assessment will be done termly to record specific progress against EAL targets.

3.8.2.3 Progress is monitored by the teacher, SENDCo and through the Pupil Progress meetings with the HT.

3.8.3 Provision for EAL pupils

3.8.3.1 The SENDCo will meet all mid-phase admissions and will liaise with class teachers if a new pupil has English as an additional language.

3.8.3.2 If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support.

3.8.3.3 EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.

3.9 Gifted, Able and Talented

3.9.1 **Gifted pupils** refers to students who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

3.9.2 **Able pupils** refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

3.9.3 **Talented pupils** refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

3.9.4 Identification: We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.

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- 3.9.5 Data taken into account will include:
 - 3.9.5.1 Information from the accountability process
 - 3.9.5.2 Information from parents and carers
 - 3.9.5.3 Information from previous teachers or pre-school records
 - 3.9.5.4 Discussions with pupils
 - 3.9.5.5 Identification by staff using professional judgements, classwork and test and assessment results.
- 3.9.6 Pupils gifted in English may be identified when they:
 - 3.9.6.1 Demonstrate high levels of fluency and originality in their conversation.
 - 3.9.6.2 Use research skills effectively to synthesise information
 - 3.9.6.3 Enjoy reading and respond to a range of texts at an advanced level
 - 3.9.6.4 Use a wide vocabulary and enjoy working with words
 - 3.9.6.5 See issues from a range of perspectives
 - 3.9.6.6 Possess a creative and productive mind and use advanced skills when engaged in discussion
 - 3.9.6.7 Work confidently on objectives for year groups higher than their own
 - 3.9.6.8 Achieve levels in end of year tests above those expected for their year group.
- 3.9.7 Pupils gifted in Mathematics may be identified when they:
 - 3.9.7.1 Explore a range of strategies for solving a problem
 - 3.9.7.2 Are naturally curious when working with numbers and investigating problems
 - 3.9.7.3 See solutions quickly without needing to try a range of options
 - 3.9.7.4 Look beyond the question in order to hypothesise and explain
 - 3.9.7.5 Work flexibly and establish their own strategies
 - 3.9.7.6 Enjoy manipulating numbers in a variety of ways
 - 3.9.7.7 Work confidently on objectives for year groups higher than their own
- 3.9.7 The School Register:
 - 3.9.8.1 Pupils who are identified by the school as being, Gifted, Able or Talented are entered on to the school register.
 - 3.9.8.2 Parents/carers will be consulted before a name is placed on the register by the class teacher either during Parent/Teacher Consultations or at another appropriate point.
 - 3.9.8.3 The register will be reviewed twice a year at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.
- 3.9.9 Teaching, Learning Curriculum and Organisation
 - 3.9.9.1 As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.
 - 3.9.9.2 Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress..
 - 3.9.9.3 In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.

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3.9.9.4 Opportunities for Gifted, Able and Talented pupils to work on various projects.

3.9.9.5 If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

3.9.10 Staff Development and Training

The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

4 Monitor and review

4.1 The Headteacher and SENDCo will monitor the effectiveness of this policy on a regular basis. The Headteacher and SENDCo will report to the governing body on the effectiveness of the policy at least annually and if necessary make recommendations for further improvements.

5. Linked policies

Other Relevant Policies that cross reference with this one are:

Gifted & Talented; SEND; G&T; Positive Handling Policy, Health, Safety & Welfare Policy, Child Protection/ Safeguarding Policy, Equality.