

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 promotes inclusion for all, irrespective of ethnicity, attainment, age, disability, sex, gender reassignment, religion or belief, sexual orientation, socio-economic background or other relevant circumstances. It complements the Equality Policy and Equality Statement and supports compliance with the Equality Act 2010 and the SEND Code of Practice (2014).

2 Policy

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.

Successful inclusion at Blakedown CE Primary School means:

- 2.1.1 every pupil feeling safe, confident and happy at school.
- 2.1.2 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 every pupil believes in themselves as a learner and valued member of our school family.
- 2.1.4 inclusive provision at Blakedown is seen as the responsibility of the whole school community and permeates 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 more able and talented children;
- 2.2.7 children who are at risk of disaffection or exclusion;
- 2.2.8 vulnerable and looked after children;
- 2.2.9 children with low attendance;
- 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.

We will publish equality information annually and set/review measurable equality objectives at least every four years, in line with the Public Sector Equality Duty (PSED).

2.3 Planning the Curriculum

2.3.1 We plan a broad, balanced and inclusive curriculum with appropriate differentiation and meaningful cross-curricular links. A long term curriculum map guides year groups and class teachers to plan activities that match age-expected and individual needs.

2.3.2 We keep our curriculum under review to reflect current national guidance and Ofsted expectations, including cultural capital, diversity and equalities.

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 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.

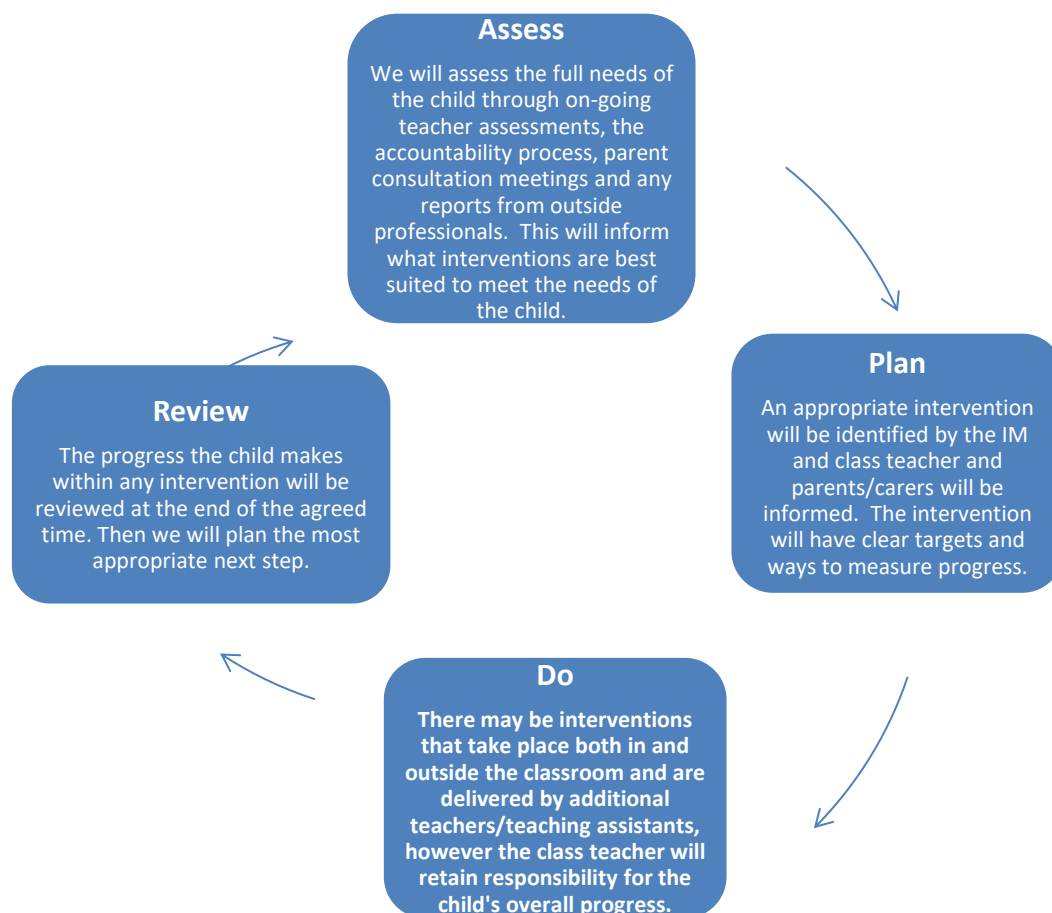
3.4.8.2 When a concern is evident the class teacher will liaise with the SENDCo and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice 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 Equality Act 2010 replaced earlier race equality legislation; our commitment to meeting EAL needs is delivered under the Equality Act and our Equality Policy.

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 **More** Able and Talented

3.9.1 '**More able**' refers to pupils who achieve, or have the potential to achieve, above age related expectation in one or more National Curriculum subjects.

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

3.9.3 Identification strategies include : accountability data, information from parents/carers and previous settings, discussions with pupils, professional judgements, classwork and assessments. Teaching and curriculum organisation include differentiation, enrichment and extension; collaboration with local secondary schools for resources/advice may be appropriate.

4. Digital accessibility

We will ensure online learning platforms and digital resources meet recognised accessibility standards (WCAG 2.2 AA) and that the school publishes and maintains an accessibility statement under the Public Sector Bodies Accessibility Regulations 2018.

Reasonable adjustments and Accessibility Plans

We will implement and review Accessibility Plans (Equality Act Schedule 10) to increase curriculum access, improve the physical environment, and improve information delivery for disabled pupils.

Staff training

All staff will receive regular training on inclusive practice, SEND, EAL strategies and unconscious bias, and will be supported to apply inclusive pedagogy across the curriculum.

Parent and community engagement

We will engage parents/carers and community stakeholders in planning and reviewing inclusion strategies and report annually on progress, including equality information and objectives.

Data protection

We will handle sensitive pupil information (including SEND and EAL data) in accordance with UK GDPR and the Data Protection Act 2018, identifying appropriate lawful bases and, where applicable, Article 9 conditions for special category data, and conducting DPIAs for high-risk processing.

5 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:

Equality Policy and Statement; SEND; Behaviour Policy; Positive Handling Policy, Health, Safety & Welfare Policy, Child Protection/ Safeguarding Policy, Accessibility Plan; Data Protection/Privacy Notices.