

## Church of England Primary Academy Trust

### Inclusion Policy

Approved by: Full Governing Body

Reviewed: Autumn 2018

Next Review: Autumn 2019

*This policy should be read in conjunction with the following policies: Medical Needs, Equality, Special Educational Needs, Looked-after children, Moving and Handling, Teaching and Learning, Admissions, Assessment, Behaviour, Anti Bullying, Intimate Care, Access Plan, Child Safeguarding and Child Protection and others.*

#### 1. INTRODUCTION:

At Westwoodside Church of England Academy we value the individuality of our children. We are committed to giving all our children every opportunity to achieve which reflects our motto "Believe and Achieve, Learn and Grow". We do this by taking account of children's varied life experiences and individual needs including those of vulnerable learners. We offer a broad and balanced curriculum and have high expectations for our children. The achievements, attitudes and well-being of all our children matter. This policy is to help ensure that everyone in the school promotes the individuality of our children irrespective of ethnicity, age, disability, gender or background.

#### 2. AIMS AND OBJECTIVES:

- i) Our school aims to be 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 different children that we encounter within our school.
- ii) We aim to carefully map provision for all our vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- iii) We also aim to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

#### 3. MEETING THE NEEDS OF PUPIL GROUPS:

We have identified the following groups of learners that need special attention.

- Girls and boys
- Minority ethnic and faith groups
- Children who have to learn English as an additional Language
- Children with special educational needs or disabilities
- Able, Gifted and Talented children
- Children who are at risk of disaffection or exclusions
- Traveller children
- Asylum seekers
- Children in receipt of Pupil Premium funding
- Children who are Looked After

## Church of England Primary Academy Trust

- i) The national Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups. We meet these needs by:
- setting suitable learning challenges
  - responding to children's diverse needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils
  - providing other curricular opportunities to meet the needs of groups and individuals e.g. speech and language therapy, occupational therapy etc.
- ii) Children's needs are identified and met as early as possible through:
- the analysis of data including entry profiles, Foundation Stage Profile, reading ages and other whole-school pupil progress data
  - classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
  - following up parental concerns
  - tracking individual children's progress over time,
  - liaison with feeder pre-school groups on transfer
  - information from previous schools
  - information from other services
  - maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
  - Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
  - Involving an external agency where it is suspected that a special educational need is significant or where specialist advice is needed.
- ii) We achieve educational inclusion by continually reviewing what we do, through asking ourselves the following questions
- Do all our children achieve their best?
  - Are their differences in achievement and attainment for different groups of children?
  - What are we doing for these children who we know are not attaining or achieving their best?
  - Are our actions effective?
  - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

#### 4. TEACHING AND LEARNING

We

aim to give all of 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 they are planning lessons. It enables them to take into account the abilities of all their children. For some children we may use programmes of study from earlier or future year groups.

## Church of England Primary Academy Trust

This enables all children to make progress in their lessons e.g. for a child who may have spent a considerable amount of time away from school.

When the attainment of a child falls below that which is expected teachers enable the child to succeed by planning work in line with that child's individual needs. Where attainment significantly exceeds the expected level teachers will firstly ensure breadth of learning and then may use materials from other year groups to extend the child.

Staff are familiar with equal opportunity legislation covering race, gender and disability

Staff ensure that all children:

- Feel they are secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate in attire appropriate to their religious beliefs but which doesn't prevent the teacher from seeing their face.
- Are taught in groups that allow them to experience success
- Use materials that reflects a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully, regardless of disabilities and medical needs.

### 5. CHILDREN WITH SEN

Special

Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. Further information about how we support children with Special Educational Needs can be found in the SEN policy.

### 6. CHILDREN WITH DISABILITIES

When children in our school have disabilities we are as committed to meeting their needs as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at substantial disadvantage compared with non-disabled children and where necessary 'positive action' takes place to ensure they are able to make the same progress and enjoy the same participation as able bodied children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our site is fully accessible and flexible walls allow us to access the curriculum and extra-curricular activities. Our school is fully accessible with a wheel chair. We have flexible walls in our classrooms which allow us to adjust classroom space to permit movement and circulation for wheelchairs. We have one disabled toilet on site and a parking space which can be used by disabled children and parents/ carers. We can provide desks and chairs in a variety of heights to meet the needs of

## Church of England Primary Academy Trust

most children. Our Access plan (see SEN policy) identifies the extent to which we continue to develop our provision.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example they may give additional time to complete a task or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the appropriate opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children

- Takes account of their pace of learning and the equipment they use,
- Takes account of the effort and concentration needed in oral work or when using, for example, vision aids
- Is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Includes approaches that allow hearing impaired children to learn about sound in science and music and, visually impaired children to learn about light in science and also use visual resources and images in art and design and technology.
- Use assessment techniques that reflect their individual needs and abilities.

### 7. DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to only do this in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work or through the provision of additional learning resources. When necessary, we also support learning through appropriate specialists. In such case, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with the parents and local authority support. The school governor for SEN would also be closely involved in this process. We would ensure that every effort has been made to provide the necessary support from within the school's resources before considering such action.

### 8. CHILDREN WITH EAL

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community. We make diversity a feature of our teaching. In the past 'passport days' (which have focused on the culture of a particular country) have enhanced the curriculum but we are moving to a position whereby these are increasingly blended into the whole

## Church of England Primary Academy Trust

curriculum e.g. in KS2 there is a focus on North America and South America, special days celebrate other cultures especially those of our school community. We expand children's understanding of the diversity of the wider world through the use of visitors, audio visual materials, books and links with other countries.

When a child arrives at our school with EAL we contact the Local Authority Bilingual Support Service for advice. When needed they support the school in making an initial assessment of the child's needs and facilitate communication with families. Once assessments have been made we provide additional support to enable the child to access the curriculum until a level of fluency with English has been attained.

### 9. INCLUSION AND RACISM

The diversity of our society is addressed through our schemes of work which reflect the National Curriculum 2014. Teachers are flexible in their planning and offer appropriate challenges to all pupils regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body and local authority. The school would contact the parents/ carers of those pupils involved in racist incidents. Further details are to be found in the school's equality policy.

### 10. LOOKED AFTER CHILDREN

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for Looked-after children. In our school this is Miss J. Richardson (Headteacher)

The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)

## Church of England Primary Academy Trust

- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school works closely with the local authority's Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### 11. VERY ABLE AND TALENTED CHILDREN

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning examples include:

- Physical talents - sports, games, skilled, dexterity
- Visual/performing abilities -dance, movement, drama
- Mechanical ingenuity construction - object assembly (and disassembly), systematic, working solutions
- Outstanding leadership - organiser, outstanding team leader, sound judgements
- Social awareness - sensitivity, empathy,
- Creativity - artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

#### Identification of 'very able' or talented children

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time' this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

## Church of England Primary Academy Trust

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on a provision map.

### Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation. We target children in groups who are showing particular strengths and talents.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include sporting and musical clubs. Through the curriculum we also provide opportunities for performance, links with artists, specialist teaching and partnership with primary and secondary schools. Links with secondary schools and the local sports partnership have offered particular support in sport, maths, science and music in the past few years.

**12. SUMMARY:** In our school, we value each child as a unique individual. We strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements in relation to matters of inclusion.

Further information can be found in other school policies. These include: SEN, Looked - after Children, Equality policy, Access Plan, Teaching and Learning policy etc.