

# Inclusion Policy

## Bonneygrove and Millbrook Primary School Federation



<b>Subject:</b>	<b>Inclusion Policy</b>
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<b>Approved by:</b>	<b>Shen Hasekilerden (Chair of Governors) and Jane Acreman (Vice Chair of Governors)</b>

## **INTRODUCTION:**

This policy was written as a supplement to the Special Educational Needs Policy, where there is a more detailed discussion of provision for those children with specific difficulties. It aims to clarify arrangements for the inclusion of all groups of children.

At Millbrook Primary School our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.

In our school we recognise that all children are individuals with their own strengths and difficulties, gifts and talents. Within this range of individuality there are children who are more able academically than others, and children who are particularly talented in certain specific areas of ability.

This policy encompasses all learners within our school. We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

We believe that educational inclusion is about equal opportunities for all learners. We pay particular attention to the provision for and the achievement of different groups of learners:

- Children who are eligible for the Pupil Premium grant (those who have been in receipt of free school meals within the last six years and Children Looked After )
- Boys and girls
- Black and minority ethnic groups
- Travellers
- Asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are have a disability
- Those who are gifted and talented

- Others such as those who have complex health needs; those who are young carers and those who are in families experiencing stress or in vulnerable situations
- Any learners who are at risk of disaffection and exclusion

### **AIMS:**

At Millbrook Primary School we aim to identify individual needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having a special educational need or as being gifted and talented as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

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.

### **TEACHING AND LEARNING:**

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting appropriate learning challenges
- Responding to the diverse needs of the children
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities to meet the needs of individuals or groups of children
- Commitment to the Core aims for Children and Young People

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

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?

- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

## **LEARNING AND TEACHING STYLES:**

When the attainment of a child falls significantly below the expected level, using formative and standardised assessments teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect 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 or medical needs

## **CHILDREN WITH DISABILITIES:**

If children at Millbrook Primary 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. Millbrook fully meets the requirements of the Disability Discrimination Act that came into effect in September 2002. All reasonable steps will be taken to ensure that these children are not placed at a disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school uses specialist

desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical needs.

Teachers will, if necessary, modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff will ensure that the work undertaken by children with disabilities:

- 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, for example, using vision aids;
- Is adapted or offers alternative activities in those subjects where 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;
- Uses assessment techniques that reflect their individual needs and abilities;
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

## **DISAPPLICATION AND MODIFICATION**

The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. Millbrook achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, Millbrook also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school governors with responsibility for additional learning needs would also be closely involved in this process. Millbrook would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

If Millbrook made the decision to proceed with disapplication, we would do this through:

- Section 364 of the Education Act (1996), which allows modification or disapplication of the National Curriculum or elements of it, through a statement of Additional Learning Needs
- Section 365 of the Education Act (1996) which allows the temporary modification or disapplication of the National Curriculum, or elements of it

## **INCLUSION AND RACISM:**

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. 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 by the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Equalities policy.

The school takes every opportunity to teach about a range of faiths and has a strong community of people from different backgrounds working together to support each other and the school. For example the very successful and enjoyable annual international day where families from different cultures share food and information about customs and costumes.

## **ARRANGEMENTS FOR COORDINATING PROVISION FOR CHILDREN WHO ARE GIFTED AND TALENTED:**

- Monitoring of Able Gifted and Talented children will be the responsibility of the class teacher and the Inclusion leader through termly assessments.
- The progress of Gifted and Talented children will be discussed at pupil progress meetings when they will be a focus group
- Termly targets will be discussed and agreed and may be shared with the child themselves and/or their parents
- In lessons, children identified as being gifted and talented will be challenged by the work/activities set
- Children identified as being gifted and talented will respond to the challenges by achieving at high levels

## **RESPONSIBILITY:**

The Inclusion Leader is Jo Osdin

She has the responsibility to:

- Liaise with class teachers to support provision for children on the gifted and talented and Special Educational Needs register
- Develop a resource base
- Stay up to date with developments in this field
- Attend parent meetings in conjunction with the class teacher.
- The Inclusion leader will meet formally with each class teacher at least three times a year (cohort meetings) to discuss additional needs, concerns and to review provision. She will oversee provision for these children on a day to day basis
- At other times, the Inclusion leader will be alerted to newly arising concerns via teachers, parents and support staff
- Targets arising from progress meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles
- The Inclusion leader monitors the quality and effectiveness of provision for pupils with SEN and additional needs through normal practices such as classroom observation

SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the Inclusion Leaders, Teaching Assistants and Learning Support Assistants throughout the school. The intervention plan for provision is reviewed half termly, by the Inclusion Leader.

Support staff, class teachers, Inclusion Leader and outside agencies liaise and share developments in order to inform reviews and forward planning.

#### **PARENTAL INVOLVEMENT:**

- Staff and parents/carers will work together to support pupils identified as having additional needs
- Parents/carers will be involved at all stages of the education planning process
- An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Leader will attend this meeting if appropriate
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable

- Individual targets will include targets to work towards at home, and parents/carers are invited to contribute their views to the review process. Parents will receive a copy of targets and reviews
- Ideas and materials for supporting learning at home will be discussed with parents and distributed on request.
- Parents' evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request after meetings

## **CURRICULAR PROVISION FOR GIFTED AND TALENTED CHILDREN AND FOR THOSE WITH SEN:**

In order to reach their maximum potential a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning intentions, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention.

Monitoring of children on Special Educational Needs register Individual Education Plans will be reviewed at least twice a year. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case the level of intervention may be increased. And external agencies will be consulted.

## **SCHOOL REQUEST FOR A STATUTORY ASSESSMENT:**

For a child who is not making adequate progress, despite a period of support, the school may request that the child has an Education Health and Care Plan.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.



## **EDUCATION HEALTH AND CARE PLANS**

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

For children who have an EHC plan there will be an Annual Review, chaired by the Inclusion Leader, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made. If a child's special educational needs change, a review is held as soon as possible to ensure that the provision is still appropriate.

## **THE SCHOOL'S ARRANGEMENTS FOR STAFF TRAINING:**

The Inclusion leader attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided through staff meetings

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

## **EXTERNAL SUPPORT SERVICES:**

The Inclusion Leader liaises regularly with the Educational Psychologist and visits here with parents for consultation and advice.

With Parental Permission, the Inclusion Leader also liaises frequently with a number of other outside agencies, for example:

- Attendance Improvement Officers/Service
- School Nurse
- Community Paediatrician
- Speech and Language Therapist
- Speech and Language Advisory Service
- SPLD base Bonneygrove
- School Counsellor
- Physiotherapy
- Occupational Therapy

- The Phoenix Centre
- The School Counsellor
- Families First
- CHEX
- School and Family Support Workers

## **SCHOOL ACCESSIBILITY PLAN**

Every year, we review how we provide access for people with disabilities and publish this in our accessibility plan. The plan covers increasing the access to the curriculum, the physical environment and improving the provision of information in alternative formats to pupils with disabilities. A copy can be found on the school website in the Special Educational Needs and Disability Information Section.

## **LINKS TO OTHER POLICIES**

Special Educational Needs

Physical Intervention Policy

Equalities Policy

Accessibility plan