



'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School
Inclusion Policy

Rationale:

At St. Andrew's Primary School it is our vision for every child in our school to have

- * positive self-esteem through inner confidence and strength
 - * creativity of thought within a life-long passion for learning
 - * excellence, high personal achievement and the experience of success
 - * a set of values by which to live
 - * an enjoyment of childhood
- developed within a caring Christian environment.

Inclusion Statement:

The Staff and Governors of St Andrew's Church of England VC Primary School aim to tailor education to individual need, interest and aptitude so as to enable every child to fulfil their potential, whether academic, social, physical, moral or spiritual. We offer a broad and balanced curriculum, have high expectations of all children and are committed to providing high quality, inclusive, learning opportunities for all, irrespective of age, gender, race or disability and to provide opportunities for participation, enjoyment and success. We aim to create and maintain a happy, secure and stimulating learning environment and provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour and will teach pupils to take responsibility for their own actions and to accept the consequences of their choices.

Aims and objectives

Our school is an inclusive school. As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. Through addressing the needs of different groups of children within our school, equality of opportunity is a reality for our children.

Such groups include:

- Minority ethnic and faith groups
- Children with SEN – including emotional, medical and social needs
- Girls/boys
- Looked After children
- Children with medical needs
- Children who need support to learn English as an additional language
- Travellers and asylum seekers
- Children who have physical disabilities
- Gifted and talented children
- Children who are at risk of disaffection or exclusion

We aim:

- to include all pupils in all aspects of school life and to give pupils a voice in their own education;
- to work together with parents and carers and to fully involve them in their child's education;

- to work together with all partners in the education of the young person;
- to continue to raise staff awareness of inclusion by ongoing staff development;
- to maximise the learning potential of all pupils and raise educational attainment for all;
- to promote the personal, social, moral and cultural development of all children;
- to recognise and celebrate the progress and achievements that all members of the educational community make;
 - to develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners;
- to ensure that resources for SEN are closely matched to need;
- to seek to continuously monitor and evaluate the success of our policy and practice.

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At St. Andrew's C of E VC Primary School we provide education for all pupils through a variety of access strategies, including appropriate differentiation and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity. When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we also support learning through appropriate external specialists. In such cases, staff work closely with these agencies to support the child.

Teachers ensure that children:

- feel secure and know their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious background;
- are taught in groupings that allow them to all 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;
- are encouraged to participate fully with appropriate regard to disabilities or medical needs;

Teachers will work in partnership with parents and carers. Head Teacher and the Inclusion Co-ordinator (INCo) will monitor, evaluate and review the effectiveness of the Inclusion Policy by:

- curriculum health checks;
- monitoring and analysing of data to ensure individual pupils are meeting their targets;
- consultations with parents/carers and pupils;
- writing Pupil Profiles including the setting and evaluation of targets;
- monitoring of behavioural, racial and bullying incidents;
- monitoring of absence and lateness data.

Compliance with legislation

This policy is a statement of the arrangements for Inclusion at St. Andrew's C of E VC Primary School. It has been written in response to the Special Educational Needs Code of Practice (effective from 2014), and the National Curriculum (2014). The SEND Code of Practice: 0 to 25

Years is the statutory guidance that organisations in England, including St. Andrew's C of E VC Primary School, have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans for 0-25-year-olds (EHC) have replaced Special Educational Needs Statements and learning difficulty assessments, and will set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

Working with the local authority

All local authorities must provide children and young people with special educational needs and/or disabilities, and their parents/carers, with information and advice about these matters and social care. This support should be provided through an information, advice and support service which should be impartial, confidential and accessible. The local authority 'must take steps to make these services known to children, their parents and young people'. Local authorities are to publish a 'Local Offer' showing the support available to all children and young people (aged 0-25) with special educational needs and disabilities in the area. This will mean greater transparency so that children, young people and families will know what help they can get. Our Inclusion and SEND policy is to work actively to support the improved cooperation between local authorities and health services, to ensure education, health and care services for children and young people with special educational needs and disabilities are jointly planned and commissioned.

St. Andrew's C of E VC Primary School will publish information about what support we can provide for children and young people (aged 4 -11) with special educational needs and disabilities, otherwise known as the 'School Offer'. Children and young people with an Education, Health and Care Plan have a new legal right to express a preference for state, academies and free schools, and therefore can express a preference for St. Andrew's C of E VC Primary School, and it is vital that parents are fully informed of what our 'School Offer' is. (Please see on.)

The school will comply with our duties under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will comply with our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' SEND Code of Practice [Ch6.36]

The SEND Code of Practice [Ch6.16] also states that 'schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.'

We will publish clearly written information outlining teachers and teaching assistants with specialist training, skills and qualifications to support SEND, and the use of specialist services for Speech and Language, Educational Psychology and CAMHS.

- The school will ensure that teachers deliver a 'graduated approach' using an appropriate and effective system and monitoring programme suited to the individual child's needs and reviewed at least termly. The 'graduated approach and 'quality first teaching' will be classed as Universal, Targeted or Specialist depending on the child's need.
- We will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

- We will make use of a range of information and associated training on appropriate interventions for pupils with specific learning difficulties; see School SEN Policy and School Offer. Furthermore, all professionals at our school, under the leadership of the Inclusion Co-ordinator, will listen to parents' concerns about their child's development. They will also listen to and address any concerns raised by children and young people themselves. 'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'. (The SEND Code of Practice.)

Universal provision

This is our generalised support and will include:

- 'Quality First' teaching which develops children's speaking and listening skills and phonological awareness;
- teachers who understand the process of learning, and can adapt their teaching according to different children's learning needs;
- support of the whole school ethos which respects individuals' differences and promotes good communication between teachers, parents and pupils;
- access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

Where pupils make less than expected progress given their age and individual circumstances, despite responding with high quality teaching aimed at their areas of weakness, the class teacher, working with the Inclusion Co-ordinator (INCo), will assess whether the pupil has special educational needs.

Targeted support

Staff will use targeted interventions in small groupings. See SEN Policy.

Specialist support

Provision for children with special educational needs will be provided through our core budget within which is a 'Notional Special Educational Needs' element. This money is not ring-fenced and it is the school's decision to spend it such that it best meets the needs of all the children on our Inclusion Register. An additional amount of money may be awarded to the school to help particular children with extreme SEN, on the occasion of them passing Exceptional Needs Funding panel scrutiny.

Inclusion of Pupils who are looked after in local authority care

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 are barriers to learning and 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. (The current designated teacher at our school is the INCo). 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)
 - 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 will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are More Able and/or talented

Definitions:

- **More able** - pupils who have a broad range of achievement at a very high level. Those children who are more able have very well-developed learning skills across the curriculum.
- **Talented** - 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.
- Physical talents

<ul style="list-style-type: none"> • Visual/performing abilities • Mechanical ingenuity • Outstanding leadership • Social awareness • Creativity 	<ul style="list-style-type: none"> sports, games, skilled, dexterity dance, movement, drama construction, object assembly (and disassembly), systematic, working solutions organiser, outstanding team leader, sound judgements sensitivity, empathy, artistic, musical, linguistic
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- 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

- Before identifying any child 'more 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 'more 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 more 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:
- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of more able and/or talented children, this list will be kept under review. Provision for more able and/or talented children will be tracked on the 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 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.
- When available we take advantage of support offered by specialist secondary outreach e.g. languages, maths and science.
- We offer a range of extra-curricular activities for our children. These activities offer more able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

This policy should be read in conjunction with the following school policies e.g. Anti-bullying, Attendance, Behaviour, Curriculum, Special Educational Needs, Education of Children with Medical Needs, Exclusion; P.S.H.E. and particularly our School Equality Scheme and Action Plan.

Policy 'owned' by: Governors' School Improvement Curriculum and Ethos Committee

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