



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

Policy reviewed: Spring 2024
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'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:

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

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.

Potentially vulnerable groups may include:

- Minority ethnic and faith groups
- Children with SEND – including emotional, medical and social needs
- Girls/boys
- Children Looked After (CLA) and Previously looked After Children (PLA)
- Children with medical needs
- Travellers and asylum seekers
- Children who need support to learn English as an additional language
- Children who have physical or sensory disabilities
- Most able children / Gifted and talented children
- Children who are at risk of disaffection, exclusion or radicalisation
- Children who are young carers
- Disadvantaged children eligible for Pupil Premium funding;

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, but paying a particular note to all vulnerable groups;
- 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 SEND are closely matched to need;
- to ensure that CLA or PLAC children have the opportunity to narrow the gap with their peers;
- to provide a safe and secure environment for CLA or PLA children where education is always central to the planning and all adults understand their specific needs.
- to be vigilant for any safeguarding issues which can impact particularly on CLA or PLA children;
- to seek to continuously monitor and evaluate the success of our policy and practice.

The National Curriculum 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 Church of England VC Primary School we provide education for all pupils through a variety of access strategies, including appropriate scaffolding or adaptive teaching, as opposed to differentiation, target setting, 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.

The Head Teacher, SLT and the SEN/INCLUSION team 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 making progress

- consultations with parents/carers and pupils;
- writing Pupil Profiles, as part of pupil's APDR, including the setting and evaluation of targets;
- monitoring of behavioural, racial and bullying incidents;
- monitoring of absence and lateness data.

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.

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, 2015]

The SEND Code of Practice [Ch6.16, 2015] 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, on our school offer, 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 SEN team, 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 SEN team, will assess whether the pupil has special educational needs.

Targeted support

Staff may use targeted interventions in small groupings which is assessed and reviewed regularly. 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 or Post Looked After

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 Carolina Davey supported by Elaine Sutcliff. 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.

For further information, please refer to our Policy for the Education of Children Looked After (CLA) by Hertfordshire and Previously Looked After Children (PLA).

Inclusion of Pupils who are Pupil Premium Children

We follow Government advice about how we spend our Pupil Premium allocated funds and we publish a document on our website to share our intentions and the impact of those steps taken.

<https://standrews323.herts.sch.uk/statutory-information/>

Our main aim in using this funding is to close the performance gap between pupils from more and less advantaged backgrounds. The children in receipt of this funding are closely monitored in terms of;

- their allocation of funds
- support provided
- their attainment and progress.

Inclusion of pupils who are: More Able and/or Gifted and Talented

Definitions:

More Able – are defined as those whose progress and attainment significantly exceed age-related expectations. Exceptionally able learners are those who have the capacity to achieve or perform at the very highest levels.

Gifted & Talented - Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance. A talented child is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

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| • 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

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

Provision for more able and/or talented children are tracked during termly Pupil Progress meetings.

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/ extension 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;

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 in a variety of ways (this may include target boards, work on the knowledge organisers for the different subjects, targets in the children's exercise books, on their annual report and during Parent Consultation meetings).

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, Policy for the Education of Children Looked After (CLA) by Hertfordshire and Previously Looked After Children (PLA), Exclusion; particularly our School Equality Scheme and Action Plan.

Children Missing from Education (CME)

Any child failing to attend school regularly, or has been absent without school's permission for a continuous period of 10 school days or more. The School's responsibility in this area also extends to:

- Parents who choose to home educate their children
- Families who move away from the area
- Children who are medically unfit to attend school
- Children who are permanently excluded
- Children who 'run away' from home or go missing

In these instances, the school's Designated Safeguarding Lead (DSL); should be consulted and if appropriate, a child protection 'Record of Concern' form should be completed. When a pupil leaves the school, the school will make contact with the receiving school to ensure the child is registered at the school and has started to attend.

Any Child Protection documents will be forwarded in line with the Child Protection Record Keeping Guidance 2015.

Where parents inform the school that their child will be leaving school, parents will be asked to complete a 'Leavers' form which will be shared with the county council's attendance team before a child is taken off-roll.

When a pupil leaves our school without clear indication of a receiving school, the school will contact the Local Authority CME Officer to advise them of the situation and to start their tracking procedures. We will also inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. The school will follow a process of reasonable enquiry which includes daily phone calls to the contact numbers provided to the school, 5 day, 10 day and 20 day letters home.

For further information, please refer to our Policy for Children Missing From Education.

Preventing Radicalisation

DEFINITIONS AND INDICATORS:

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Aims:

This inclusion policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. Children who are at risk of radicalisation or being drawn into or supporting terrorism and forms of extremism need support and guidance from all staff members.

- Therefore, a member of the SLT will take the role of the PREVENT champion. This person will receive and give training and will ensure that we maintain a culture of awareness and action. The prevent champion will train staff on the identification of radicalisation as well as how to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.
- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
 - All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective. The main aims of this are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
 - All staff will report any concerns to the Head, Prevent Champion, or a member of SLT as soon as they can and will then refrain from speaking of the incident with other staff members.

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