



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

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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 social, emotional and mental needs
- Children who are looked after, in kinship care, are known to a social worker or children who were looked after
- Children exploring matters relating to gender and/or LGBTQ+
- Children with medical needs
- Children from the traveling community
- Refugees and asylum seekers
- Children with parents/ care-givers in the military
- Children who need support to learn English as an additional language
- Children who have physical or sensory disabilities
- Children achieve at a greater depth standard
- Children who are at risk of disaffection, exclusion or radicalisation
- Children who are young carers
- Children who are not verbally communicative/ not meeting chronological communication milestones
- Disadvantaged children eligible for Pupil Premium funding (including those who were eligible for Early Years Pupil Premium).

This list is not exhaustive and other protective factors may arise that make a child vulnerable.

**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 children who are looked after, in kinship care, are known to a social worker or children who were looked after have the opportunity to narrow the gap with their peers;
- to provide a safe and secure environment for children who are looked after, in kinship care, are known to a social worker or children who were looked after 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 vulnerable children, children with SEND, children who are looked after, in special guardianship, in kinship care, are known to a social worker or children who were looked after 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;
- assessing children's learning;
- being curious about home and pastoral experiences;
- 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 support 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 special educational needs, 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 policies are 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.

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 for development, the class teacher, working with the SEN team, will assess whether the pupil has special educational needs. See SEN Policy for more information.

### **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 **Top-up High Needs Funding panel scrutiny.**

**Inclusion of children who are looked after, in kinship care, in special guardianship, are known to a social worker or children who were 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.
- Children who were looked after, are in settled placements, in special guardianships or kinship care are vulnerable because of their past experiences, and we apply the 'stay curious' approach, whereby we understand that trauma can be triggered without the child understanding why.
- 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, social, health
  -
- 'The Virtual School brings together information about children and young people who are looked after by Hertfordshire as if they attended a single school. (Virtual School: <https://thegrid.org.uk/team-contacts/hertfordshire-virtual-school> )
- 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 Hannah Muncey supported by Elaine Sutcliff. The responsibilities of our designated teacher include:
  - monitoring the progress of children who are known to the Virtual School because of their 'Looked After' status 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 term
  - ensuring that information concerning the education of children 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 every term 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 workers 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.

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.

These are recorded in the children's PEP.

### **Inclusion of pupils who are achieving Greater Depth.**

At St Andrew's School, we use Arbor to record summative data which is collected and collated once a term. Children who are achieving above the age expected standard (year group age for those educated out of year group) are recorded as working at 'Greater Depth'.

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 children achieving at a greater depth standard.

### **Identification**

Before identifying any child as 'greater depth' 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 'greater depth' 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 achieving beyond/ above year group age-related expectations.' Identification at our school does not necessarily mean that in another school or context the child would be identified.

A pupil working at the greater depth standard could be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- assessment results
- performance in class
- verbal responses/ conversation contributions
- independent work

### **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 learner achieving at a 'greater depth'.



From Nursery 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.)

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)**

A child is not defined as missing from education if they have a school place but are not attending regularly, if they are being home educated or if they attend alternative provision such as a college or Education Support Centre. Please see the policy, 'Child Missing from Education' for more information.

### **Preventing Radicalisation**

We understand that children who are vulnerable because of reasons listed in 'Aims and Objectives' may also be more susceptible to radicalisation.

From July 2015 all schools have a duty to safeguard children from radicalisation and extremism. This means that schools have a responsibility to protect children from extremist and violent views in the same way that we protect them from drugs or gang violence.

### **DEFINITIONS AND INDICATORS:**

The NSPCC (2024) defines radicalisation as '*the process through which a person comes to support or be involved in extremist ideologies. It is in itself a form of harm.*

*Extremism was defined by the Home Office in 2011 as a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs (HM Government, 2011).*

### **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.

## **ADDENDUM TO THE INCLUSION POLICY: CHILDREN KNOWN TO A SOCIAL WORKER (CKSW)**



### **Policy Objective:**

To promote the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18, so that these children make educational progress.

At St Andrew's Primary School we will ensure that children with a social worker and those who have previously had a social worker (CKSW) have access to excellent educational provision that supports engagement and attendance so that these children are kept safe from harm and are able to reach their potential, in accordance with the DfE's '*Promoting the education of children with a social worker*' *Virtual School Head role extension, June 2021*.

We recognise that our school plays a vital role in maintaining high aspiration for CKSW and that providing a stable base for these children and promoting their academic, social and emotional development will level up their outcomes and narrow the attainment gap. To this end, we promote whole school staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that CKSW experience and feel able to support the children discretely and confidentially, as needs arise. We understand the need to work in a 'relationship-based' way so that these children and their families are valued as part of our school community.

Our aim is to champion the educational attendance, attainment and progress of CKSW to ensure they make rapid educational and social progress whilst on roll at this school.

### **Equality and Diversity statement**

This policy is intended to be helpful for improvement in the education available for all learners but has a focus on CKSW who, statistically, experience disadvantage in education (see p 8-9 of guidance). The criteria are clear that the expectation is that all learners receive a high-quality, ambitious education; those providers are inclusive of all learners; and that all providers must be meeting their statutory duties, including those under the Equality Act 2010 and all protected characteristics therein.

The Virtual School Attachment Aware and Trauma Informed Toolkit training will support a greater understanding of diversity and equality and is relevant to many children.

### **Roles and Responsibilities:**

**The Headteacher and Governing Body** are committed to promoting improved educational life chances for CKSW through partnership work with other agencies, so that the system around these children and families prioritises education.

**All staff** will promote improved educational life chances for CKSW:

- reading this school policy addendum for CKSW
- attending relevant training, including the Virtual School toolkit training on 'Attachment Aware and Trauma-Informed Practice' (to be found on the Virtual School website: [www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool))
- playing their part in creating a school and classroom ethos so that individual needs are understood and supported.



**Attendance:**

School attendance procedures will support regular and good attendance. Where there is a concern about attendance or punctuality the school will contact the parent, social worker and other professionals, as an early intervention, as outlined in our attendance policy.

**Admissions/ Transitions:**

- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of needs and support such as a staff mentor
- structured activities to secure good attachment in school with both staff and peers.

**Additional Educational Needs:**

- having high expectations
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher oversight (*in line with the Lamb Report, Dec '09*)
- ensuring that progress is regularly monitored and reviewed.

**Special Educational Needs & Disabilities:**

- ensuring that CKSW are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (*in line with the SEND Code of Practice*)
- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEND Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher oversight
- that with the school SENCO the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

**Safeguarding:**

School policies around safeguarding are understood and that school is seen as a protective factor for CKSW, where school attendance can help keep a child safe from harm either in the home or from non-familial abuse.

**Alternative Provision:**

- Any variation to a full-time provision on site is agreed with parents and social care and is time limited.
- Be full-time (25 hours) or contribute to full-time attendance and be of high quality.
- Meet the educational needs of the child.
- Will provide the opportunity to make rapid progress in the course of study provided by the setting.

**Multi-Agency Working:**

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education outcomes of CKSW, supporting progress and enabling these children to reach their potential.

The Hertfordshire Virtual School for Children Looked After can be contacted through the channels below:

- *Website:* [www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool)
- *Email:* [virtualschool@hertfordshire.gov.uk](mailto:virtualschool@hertfordshire.gov.uk)
- *Phone:* 01992 556915

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