



St John's Mead School

Valuing Effort, Valuing Others, Valuing Self

Inclusion Policy

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**St JOHNS MEAD
Inclusion Policy**

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1 INTRODUCTION

We aim to provide a Christian setting in which all our children can grow in an atmosphere of love, support and understanding. This is reflected in our school motto, 'valuing others, valuing effort, valuing self'.

We strive to;

- Establish a common vision and a sense of belonging based upon Christian values, a vision to which those of other faiths, or of no faith, can willingly and fully subscribe.
- Develop relationships between staff and children, and children and their peers, so that all are valued and given respect.
- Develop and strengthen our links with the parish and its community.
- Encourage children to care for each other, their families, the community, the environment and the living world.
- Through daily worship, praise, the teaching of Religious Education and links with the church, provide a firm grounding in the Christian faith whilst respecting the integrity of other traditions.
- Strengthen in each of our children, the values of Christianity.
- Our school affirms our commitment to valuing the individuality of all of our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.
- This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, talents and personal qualities.

2 BACKGROUND TO POLICY

The dominant piece of legislation that underpins the basis of this policy is The Equality Act 2010. This Act is the most significant piece of equality legislation for a generation. It

simplifies, streamlines and strengthens law, ending the tangle of equality legislation. The Act replaces nine pieces of legislation including:

- Equal Pay Act 1970
- Sex Discrimination Act 1976
- Disability Discrimination 1995
- Race Relations Act 2000

The policy has been developed in response to national and local authority initiatives which support inclusive learning.

The policy should be read in conjunction with other school policies and reports relating to interaction between adults and pupils. These include:

- Special Educational Needs Information Report
- Pupil Discipline and Behaviour Policy,
- Anti-bullying Policy,
- Admission Policy,
- Attendance Policy,
- Equality Information and Objectives (Public Sector Equality Duty statement).
- Safeguarding Plan,
- School Accessibility Plan,
- School Development Plan.

The policy will be reviewed annually during Term 2 by the Head teacher and the Governing Body.

3 AIMS

- 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. To achieve this we pay attention to the different groups of children within our school. These groups include:

Boys and girls;

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;

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- Pupils who have English as an additional language;
- Pupils who have special educational needs:
- Pupils who are able, gifted and talented;
- Pupils who are looked after children;
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- Providing high quality pastoral care, support and guidance, driven by the leadership team;
- Safeguarding the health, safety and welfare of pupils with linked policies.
- Listening and responding to the concerns of children and parents;
- Taking care to balance the needs of all members of the school community.

4 OBJECTIVES

The school will:

- ensure implementation of government and Local Authority inclusion recommendations and work closely with outside agencies;
- ensure the school's inclusion policy is implemented consistently by all staff;
- ensure any discrimination or prejudice is addressed;
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ensure all pupils have access to an appropriately differentiated curriculum;
- recognise, value and celebrate pupils' achievements, however small;
- work in partnership with parents /carers in supporting their child's education;
- guide and support all staff, governors and parents in inclusion issues.

4.1 Defining Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

4.2 Co-ordinating Inclusion

The SENCo is the Inclusion Co-ordinator. Their role is to:

- check the progress of vulnerable groups and individuals with identified needs;
- verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or approaches to the curriculum, or low attendance rates, together with the Senior Leadership Team,
- provide a cross-check with teachers and teaching assistants regarding the identified pupils who are underachieving in relation to their prior attainment;
- together with the Deputy Head teacher, monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, English as an Additional Language (EAL), different ethnic groups, boys and girls, Behavioural Emotional and Social Difficulties, (BESD), Special Educational Needs (SEN), gifted and talented, traveller children, looked after children, etc.
- together with the Senior Leadership Team, identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage or subject area;
- check the progress of pupils with SEN support, and with Education, Health and Care (EHC) Plans: inform the SEN register and to ensure that the pupils' needs are being met;
- show 'value added' in view of the additional resources put in place to support inclusion; together with the Senior Leadership Team to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- work positively with all members of the school community to promote inclusion, including new members of staff;
- monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;

- together with the Senior Leadership Team, monitor the inclusion policy and report annually to the governing body on its effectiveness; compare the school's performance with other similar schools in the Local Authority via the School Information Profile, with their statistical neighbours and with national performance data;
- report annually on the efficient and effective use of resources for pupils with SEN support, and who have Education, Health and Care Plans;
- work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- work with key staff such as the Assessment Co-ordinator, subject leaders, and class teachers to monitor pupil progress;
- analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;
- liaise with parents regarding provision and progress, where appropriate;
- co-ordinate cross-phase /cross-school transition;
- co-ordinate external specialist provision.

The Inclusion Co-ordinator is responsible for keeping the Head teacher and governors regularly informed about inclusive provision in the school.

All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

4.3 In-School Action to Support Inclusion

For greater detail of support relating to Special Educational Needs and Able, Gifted and Talented, please refer to the respective reports or policies.

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional support may be provided by parents, teachers, teaching assistants (TAs) and higher level teaching assistants (HLTAs). This additional support is targeted at individual pupils and small groups of pupils and may relate to any of the following:

- Individual Education Plan

- Individual Behaviour Plan
- Individual Programme Plan
- SEN support
- Education, Health and Care Plan
- One to one tuition

Details of these initiatives are held within the Special Educational Needs Report.

Some out of class provision e.g. intervention groups run for children with special educational needs, and are used as additional learning opportunities matched to children's needs which have been identified and are also supported within the classroom. For some pupils e.g. at school action plus or statements they may require specialist learning programmes at some points of the day but wherever possible they are included within the classroom.

4.3.1 E-learning – Showman Travellers

This school traditionally holds on roll a number of children from Showman Traveller families. These children are supported by the Local Authority and are provided with a laptop computer in order that they may continue their learning when away from school. The school liaises with parents of Showman Traveller children and provides work to be completed during periods of travelling.

4.3.2 Clubs

A range of extra-curricular activities is available, both at lunchtime and after school, for all children. These include netball, football, tag rugby, carnival club, gardening club etc.

4.3.3 Celebration

In addition to the culture of support and praise which underpins the school ethos, systems are employed to recognise children's achievements in every area of their lives, including good and improved attendance, our number clubs, sports heroes, Head teacher's award, pupil of the year, stars of the week, music examinations etc. These all contribute to rising pupil self-esteem and motivation.

4.4 Action to Obtain Pupil's Views

4.4.1 School Council

The school holds elections to the School Council annually. Every child is invited to vote for two children from their class. Each elected child holds this position for one year. The School Council holds meetings approximately once per fortnight, or whenever appropriate. Minutes are taken by pupil volunteers and the agenda set by pupils and the Head teacher. The School Council is frequently invited to participate in the selection process for new school staff.

4.4.2 Pupil Voice

Pupils' contributions and views are also actively sought across the school day, for example, assessment for learning and direction of topic.

4.5 Promoting an Inclusive Continuum

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

We meet these needs 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.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems.)

For pupils whose attainments fall significantly below the expected levels eg. children with a statement of special educational need, at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the

programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths, which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches;
- using appropriate assessment approaches;
- setting targets for learning.

Our teachers take specific action to provide access to learning for pupils with special educational needs by:

- providing for pupils who need help with communication and language;
- planning, where necessary, to develop pupils' understanding across the curriculum, through the use of all available senses and experiences;
- planning for pupils' full participation in learning and in physical and practical activities;
- helping pupils to manage their behaviour, to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4.6 Disapplication and Modification

In exceptional circumstances, the school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. However, the school makes every

effort to meet the learning needs of all its children, without recourse to disapplication or modification of the National Curriculum.

However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority and taking account of the most recent DfES guidance. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

4.7 External Support

The school through its service level agreement buys in additional external specialist advice and support from the South Gloucestershire Education Inclusion Service.

Specialist teachers from this service will provide when appropriate intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress.

The school has access to a link adviser, Inclusion (SEN) adviser, educational psychologist, pupil access and educational welfare officer.

4.7.1 Links with Other Schools

We provide additional opportunities for extension for the more able and gifted talented children through school cluster enrichment days. Further links with the local secondary school, Chipping Sodbury, provide additional expertise and resources e.g. Design and Technology or Physical Educational sessions in their setting.

4.7.2 Resource Allocation and Financial Arrangements

The school has a devolved budget for Special Educational Needs, as well as funding for statemented children. The Head teacher and Governors' Finance Committee in conjunction with the Inclusion Co-ordinator/SENCo review SEN requirements for the year and allocate funding accordingly.

The process for financially addressing inclusion needs is made through the Accessibility Plan. The school traditionally employs schemes such as the selling of second hand uniform and funding for school trips, for example, to help financially disadvantaged pupils.

4.8 Staff Recruitment and Professional Development

The school follows the Local Authority guidance on recruitment and keeps a log of staff courses undertaken. The Head teacher oversees the professional development of all teaching staff and teaching assistants. The Inclusion Co-ordinator liaises with the Senior

Leadership Team to review staff skills related to SEN, behaviour and pupil emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

4.9 Partnership with Parents/Carers

The school promotes an ethos that encourages staff and parents/carers to work together to support all pupils, eg. parent's forum, parent's workshops, inviting parents of other faiths to speak about their faith in school, informal discussions, Showman Traveller displays, 'meet the parent', topic days and homework projects.

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Inclusion Co-ordinator if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress

4.10 Pastoral Support and Life Skills

Children can talk to class teachers or, indeed, any staff member about any issue. The school encourages peer support in the form of the 'buddy' scheme. In addition, a child can choose someone in their own class or another class to talk to. Children are also encouraged to set up and run their own clubs, with support from staff. Playground leaders are recruited and trained and there is also a process that identifies 'playground friends'. Clubs have been established to support certain vulnerable groups, eg friendship club.

The Book of Values is a well-established facility that is familiar to all children in the school and which encourages children to write a record of a particular act, shown by another, that demonstrates a Christian value.

4.11 Access to the Environment

This information is held within the school's Accessibility Plan.

4.12 Access to Information

This school aims to be a 'dyslexia friendly school' and, as such, utilises various techniques in order to assist children and parents/carers who are dyslexic, for example various coloured paper and acetates. Teaching and administration staff strive to promote differentiated resources and methods of communication in order to facilitate learning and the effective flow of information. The school provides a website. It also sends electronic mail and text alerts to parents and other relevant parties, as well as letters and other paper communications.

4.13 Evaluating the Success of the Inclusion Policy

The school constantly monitors pupil progress and attainment. In addition, governors and staff at the school analyse data together by, for instance, measuring exclusions, attendance and gaining pupils/parents views. The results of these analyses are then used to help plan provision and formulate the School Development Plan.