



Grindleton CE Primary School

INCLUSION POLICY

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Grow and shine in God's glory

INTRODUCTION

We aim to achieve the highest standards for all our children in a caring "family" atmosphere.

Our Mission statement is: -

"We aspire to great things, achieve much, love and care for each other and deliver a high quality education in an inclusive and distinctively Christian environment".

We give all our children every opportunity to achieve the highest standards. We do this by respecting and taking care of children's 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 the children have a common curriculum experience.

This school believes that every child has an entitlement to achieve their very best. Educational experiences are provided which develop children's 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 which is appropriate to their individual abilities, talents and personal qualities.

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The policy should be read in conjunction with the following school policies:

- ♣ Equal Opportunities
- ♣ Special Educational Needs
- ♣ Behaviour Policy
- ♣ Child Protection Policy
- ♣ Anti-Bullying Policy
- ♣ Educational Visits Policy

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

The policy will be reviewed annually by the Head teacher, Inclusion Manager and the Governing Body.

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 children irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as "a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community."

We actively seek to remove the barriers to learning and participation that can hinder or exclude an individual child, or groups of children. This means that equality of opportunity must be a reality for our children.

We make this a reality through the attention we pay to the different groups of children within our school:

This policy applies to those children who:

- ♣ Have learning, physical, communication, sensory and/or medical needs;



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♣ Have or experience behavioural, emotional and social needs;

But it also applies to those pupils who:

♣ Reflect social and cultural diversity;

♣ Have attendance difficulties;

♣ Experience significant ill health;

♣ Have relatives to care for;

♣ Use English as an additional language;

♣ Have recently arrived in this country or may be refugees or asylum seekers;

♣ Have mobile lifestyle as travellers;

♣ Are "looked after" children;

♣ Live in poverty or may be homeless;

♣ Are gifted and talented;

♣ Bully or who are the victims of bullying;

♣ Are bereaved

♣ Are traumatised

Central to this vision are the core elements set out in "Every Child Matters" (2003) in which we aim to help secure the five main outcomes for each one of our pupils;

- being healthy
- staying safe
- enjoying and achieving
- being able to make a positive contribution
- achieve economic well being

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"At the heart of the educational process lies the child. No advances in policy, no acquisitions of new equipment have their desired effect unless they are in harmony with the nature of the child, unless they are fundamentally acceptable to him."
(Plowden 1967)

The School aims to:

- ♣ Help children develop their personalities, skills and abilities;
- ♣ Provide appropriate quality first teaching which makes learning challenging, enjoyable and successful;
- ♣ Provide equality of educational opportunity;
- ♣ Engender a culture of tolerance and acceptance of all, mutual respect where all are valued.
- ♣ Provide a safe, caring environment.

OBJECTIVES

The school will:

- ♣ Ensure implementation of government and LEA inclusion recommendations;
- ♣ Ensure the school's inclusion policy is implemented consistently by all staff;
- ♣ Ensure any discrimination or prejudice is eradicated;
- ♣ Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ♣ Ensure all children have access to an appropriately differentiated curriculum;
- ♣ Recognise, value and celebrate children's 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;

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CO-ORDINATING INCLUSION

The SENCo is also the Inclusion Manager.

The Inclusion Managers role is to:

- ♣ Work positively with all members of the school community to promote inclusion;
- ♣ Induct new staff in the school's commitment to inclusion;
- ♣ Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- ♣ Monitor the inclusion policy and report annually to the governing body on its effectiveness;
- ♣ Monitor and report on the efficient and effective use of resources for children on the school's special educational needs register;
- ♣ 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 and subject leaders to monitor children's progress;
- ♣ Analyse with key staff the recording of incidents which may relate to bullying or discrimination of children on the grounds of SEN;
- ♣ Liaise with parents;
- ♣ Co-ordinate cross-phase / cross school transition;
- ♣ Co-ordinate external specialist provision.

The inclusion manager is responsible for keeping the Head teacher and governors regularly informed about inclusion in the school.



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

INCLUSIVE PROVISION

The school offers a continuum of provision to meet a diversity of children's' needs. Although all 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 in-class support is available in all classes / subjects. This is provided by teaching assistants (TAs). This additional support is targeted at individual children and small groups of children. The inclusion manager and class teachers support children with emotional and behavioural difficulties, as well as working with gifted and talented children. A bilingual assistant provides additional support to children learning English as an additional language. Access to learning is enhanced through technology including extended computer suite, updated software/internet access, touch screen computer, interactive whiteboards and voice recorders.

Out-of-class provision is available to children with statements of SEN/or an Educational Health Care Plan. These children may require specialist personalised learning programmes, provided by the Special Educational Needs and Disability local service.

A range of extra curricular activities are available for all children after school. Please ask at the office to find out our current provision.

PROMOTING AN INCLUSIVE CURRICULUM

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 children;

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♣ Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, broadening experiences.

When setting suitable learning challenges, we aim to give every child 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 children should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our children's abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages/year groups so that individual children can make progress and show what they can achieve. Where it is appropriate for children 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 children's learning resulting from missed or interrupted schooling (for example, those that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including children with neurological problems, such as head injuries, and those with degenerative conditions).

For children whose attainments fall significantly below their age related expectations, 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 children and use Lancashire's Key Learning Indicators of Performance to assess and plug any gaps in learning.

When planning, we set high expectations and provide opportunities for all children to achieve, including boys and girls, children with special education needs, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking children's achievement and progress in order to ensure that children do not underachieve or fail to reach their very best. We respect and value children 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 children can take part in lessons fully and effectively.

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To ensure that we meet the full range of children's needs, our teachers are aware of the requirements of the Code of Practice (2014) and the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to children's diverse needs by:

- ♣ Creating effective safe learning environments;
- ♣ Securing their motivation and concentration;
- ♣ Providing equality of opportunity through teaching approaches;
- ♣ Using appropriate assessment approaches;
- ♣ Setting challenging targets for learning.
- ♣ Respecting children's diversity

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

- ♣ Providing for children who need help with communication, language and literacy;
- ♣ Planning, where necessary, to develop children's understanding through the use of all available senses and experiences;
- ♣ Planning for children's full participation in learning and in physical and practical activities;
- ♣ Helping children 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.

EXTERNAL SUPPORT

The school through its service level agreement buys in additional external specialist advice and support from Lancashire's SEND service.



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Specialist teachers from these services provide intervention in the form of personalised learning, direct teaching, counselling, and assessment of children's needs and progress.

Speech and language support for early years is bought in by school to help children at the start of their education journey with us.

School works with another private speech and language therapist to support children with their communication needs throughout the rest of the school, training and supporting staff and parents as well.

The school also engages in collaborative partnership with other mainstream schools and training providers to promote inclusive networked learning communities.

The school has access to an educational psychologist, pupil access team and educational welfare officer, health service, the speech and language therapy service, occupational therapy and counselling.

RESOURCE ALLOCATION

The school allocates budget to resourcing educational inclusion. The Head teacher, senior management team and subject coordinator's review areas of the curriculum and then with governing body approval the necessary curriculum areas are prioritised, moving inclusive practice forward.

The inclusion manager and the Head teacher liaise to ensure children on the school SEN register receive adequate support and to ensure any additional funding is spent to help meet the children's needs and enhance progress.

The Inclusion Co-ordinator and SEN governor report annually on the efficient use of resources for children with SEN and produce an annual report.

ASSESSMENT PROCEDURES

We believe that all children and young people deserve to have their achievements and progression recognised and the schools' curriculum reflects the different levels of attainment likely to be achieved.



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The school embraces, using a consistent nationally recognised assessment system, which relates to the foundation stage, PIVATs for children with learning difficulties, and the Year group age related expectations. Assessment for learning, as outlined in the national guidance from the Qualifications and Curriculum Authority (QCA), guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the children are in their learning, where they need to go and how best to get there, recognising any gaps.

All teachers monitor, review and analyse children's progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers moderate samples of children's work and achievements across the curriculum.

Underachievement is identified as early as possible. The school uses teacher assessments and foundation stage profiles to identify possible problems. Children are set individual challenging targets, which address the area of underachievement.

Children's progress is monitored and reviewed termly. The senior leadership team and the Head teacher tracks progress systematically and reports to the governing body in order to:

- ♣ Check the progress individual children make against their targets;
- ♣ Verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff, curriculum / schemes of work, or low attendance rates;
- ♣ Provide a cross-check with teachers and teaching assistants, regarding the children who are underachieving in relation to their prior attainment;
- ♣ Monitor the progress of specific groups or cohorts, e.g. summer-born children, free school meals pupils, EAL, different ethnic groups, boys and girls, SEN, gifted and talented, looked after children, etc.;
- ♣ Identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage subject area;
- ♣ Collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence;



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- ♣ Check the progress of children on the schools SEN register and to ensure that the children's needs are being met;
- ♣ Show 'value added' in view of the additional resources put in place to support inclusion; 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);
- ♣ Compare the school's performance with other similar schools in the LEA and with national performance data/baselines.

In addition to the culture of support and praise which underpins the school ethos, the reward system of individual Dojo points, roll of honour achievement, half termly certificates of achievement for outstanding work and performance and weekly value badges, contribute to raising children's self-esteem and motivation.

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education 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 10 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.

PROFESSIONAL DEVELOPMENT

The Head teacher oversees the professional development of all teaching staff and teaching assistants.

The inclusion manager liaises with the professional development co-ordinator to review staff skills related to SEN, behaviour and children's 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.

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WORKING WITH PARENTS

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 manager if they have any concerns about inclusive educational provision. Parents are strongly encouraged to keep regular contact with the school regarding their child's progress.

COMPLAINTS BY PARENTS

We welcome feedback from parents, including complaints. However if a parent is unhappy they should initially speak to the class teacher. If the issue is not resolved they can speak to the SENCo and/ or the Head teacher. It is hoped that a solution would be reached between the school and the parents but if a problem still exists parents may seek the advice of the SEN Governor and if a child has a statement or has an Educational Health Care Plan, the Local Authority.

EVALUATING THE INCLUSION POLICY

The inclusion policy is reviewed annually at the end of the academic year. Policy evaluation focuses on:

- ♣ Establishing how far the aims and objectives of the policy have been met;
- ♣ How effective the inclusion provision has been in relation to the resources allocated;
- ♣ The attainment, achievements and progress of the different groups of children.
- ♣ Listening and responding to children's views;
- ♣ Comments from parent's evenings.
- ♣ The schools own self-evaluation of the inclusion of children with SEN and behaviour difficulties. 11 In the light of these findings, our policy is revised and amended accordingly.

We believe that effective schools are also inclusive schools and to this end, our evaluation focuses upon a shared vision and commitment to inclusion which ensures:

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- ♣ A stable and experienced teaching team working in collaboration with teaching assistants;
- ♣ Strong support from parents, carers and governors;
- ♣ Careful and systematic use of resources;
- ♣ Thorough monitoring, evaluation and assessment of progress;
- ♣ A calm and consistent school climate that promotes good, positive social relationships;
- ♣ High expectation of all children;
- ♣ That children's views are valued, and the children's voices are listened to;
- ♣ Clear and consistent whole-school policies, with the emphasis on early intervention;
- ♣ Recognition and respect for diversity;
- ♣ Appropriate, effective communication systems;
- ♣ Regular inter-school collaboration;
- ♣ The school is a community resource for learning and leisure activities for ALL;
- ♣ That Every Child Matters - The Child is the Focus!

CONFIDENTIALITY

The Duty of Confidentiality requires that unless there is a statutory requirement to use information that has been provided in confidence it should only be used for purposes that the subject has been informed about and has consented to. This duty is not absolute but should only be overridden if the holder of the information can justify disclosure as being in the public interest (e.g. to protect others from harm). If information needs to be shared with outside agencies, then parental consent will be obtained first. This may occur if school applies for additional funding to meet the needs of children with special educational needs.

Data Protection Act 1998



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Under the Data Protection Act 1998, when school processes personal data it will comply with the eight enforceable principles of good practice. These are that personal data shall be:

1. processed fairly and lawfully.
2. obtained only for one or more specified lawful purposes
3. adequate, relevant and not excessive
4. accurate and where necessary, kept up to date
5. not kept for longer than is necessary
6. processed in line with your rights
7. be secure
8. not transferred to countries without adequate protection.

This is the key legislation governing the protection and use of personal data.