



Inclusion Policy



| Date | Review Date | Coordinator | Nominated Governor |
|-------------|-------------|------------------------|--------------------|
| Summer 2023 | Summer 2024 | Chair of the Governors | Rachel Bain |

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| Headteacher: | Pamela Acheson | Date: | April 2023 |
| Responsible Governor: | Rachel Bain | Date: | April 2023 |

Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in April 23. It will be reviewed in Summer 24.

Meeting the needs of all children

Abbreviations used in the policy

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| SEND | Special Educational Needs and Disabilities |
| SENCO | Special Educational Needs Co-ordinator |
| IPM | Individual Provision Map |
| IP | Inclusion Passport |
| SMART | Small Measured Achievable Realistic Timed |
| G&T | Gifted and Talented |
| EMS | Enhanced Mainstream School |
| NACE | National Association for Able Children in Education |

1. Vision

To provide a rich and varied learning community where all children reach their potential.

2. Our aims

We have children with a wide range of abilities, interests and aptitudes. We endeavour to recognise the individuality of each and every child and are firmly committed to providing a broad and balanced curriculum and work to overcome the barriers to learning and provide challenge for the more able, so that all children are able to make good progress. We recognise that progress encompasses aspects of academic attainment, personal and social development and independence and that all progress should be celebrated.

3. Happy, secure and included

Our schools are a safe and inclusive environment where children can grow. All children are given a sense of belonging whatever their social, ethnic or cultural background.

We:

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.
- Differentiate within class teaching to enable all children to achieve their full Potential
- Give children with sensory impairments access to all areas of the curriculum through changes to the classroom environment and resources e.g. privacy screen and quiet working areas
- Give children with physical disabilities means to experience a broad and balanced curriculum through adaptations to the entrance to the building, specialist equipment and resources
- Provide a range of resources to suit particular individual or group needs e.g. speech games.
- Ensure children and parents/ carers are given plenty of opportunity to meet with new staff in both the new and a familiar environment.

Opportunities for extension and enrichment are built into all our schemes of work. We will aim to include a reference to those gifted and talented pupils in our planning as part of our differentiation. This should state what provision is in place.

We feel that it is important to encourage all pupils to be independent learners and recognise their achievement. We aim to always provide work at an appropriate level and give children opportunities to work with their peers. As a federation we will be aware of the effects of gender and social circumstances on learning and high achievement.

Gifted and talented pupils are supported through classroom differentiation and extended or open-ended tasks. All teachers have high expectations for all of the children in their care and the tasks are designed to take account of levels of existing knowledge, skills and understanding.

Out of school Provision

All children are able to access a range of extended schools activities Where a child has a particular ability or exceptional talent in a subject not catered for in either the National Curriculum or through after school activities, the school will endeavour to facilitate and encourage the child's ability through outside school contacts.

4. Diversity, access and independence

All children are valued and treated with respect. We recognise all children are individuals and tailor our curriculum accordingly.

We:

- Plan differentially and set SMART targets for individual and groups Inclusion Passports (IPs) and Provision Maps.
- Provide support in an effective manner.
- Have a range of resources available at all times e.g. buff paper, word banks, computer tools
- Teach alternative methods to written recording for children to use when necessary e.g. mind mapping, sound buttons, story boards, computer programmes
- Allow children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
- Plan for appropriate use of support staff.
- Provide children with individual responsibilities in the school/classroom.
- Give all children the opportunity to make choices regarding certain activities - guide them by making suggestions
- Increase children's responsibilities in school where they can feel secure in their decisions.

5. Identify and intervene

Staff are trained to recognise strength and need and through careful and regular assessment, are able to monitor progress. We endeavour to identify needs at the earliest stage so that effective interventions can be planned and implemented. All adults who work with children are informed of needs and interventions so that they are able to evaluate and revise these regularly.

We:

- Liaise regularly with parents and keep up to date with home situations/health etc.

- Have had training and the SENCo has developed a guidance file containing articles, notes etc. to be built up to help with identification of particular difficulties and with ideas for teaching activities. This will be continually updated.
- Use the Nursery Profile, Baseline Assessment to highlight areas of weakness at an early stage.
- Plan interventions which are known to all staff working with the child e.g, Teaching Assistants.
- Have good communication between Teacher, Teaching Assistants, Pupil Support Assistants and outside agencies to ensure information about targets/children's progress is monitored.
- Review and evaluate interventions on a termly or half termly basis, Future planning to be based on this information.
- Involve children where appropriate in discussing and evaluating their progress.

Children whose prior attainment (Baseline) is low enough to cause serious concern will be recorded as having low prior attainment and noted as Early Years Concern/School Support. Their progress in the Early Years will be closely monitored. If concerns arise from teaching staff, parents/ carers or outside agencies, evidence will be gathered to ascertain where additional support or challenge is needed.

Where provision is made for them which is additional to and different from that which is made for all pupils, they will be registered at SEN support and have an IPM.

These concerns or strengths can fall under the following categories:

- Communication and language
- Acquisition of basic literacy and numeracy skills
- Emotional and behavioural difficulties
- Sensory, physical and medical needs

When a child is identified as having SEND the Class Teacher and SENCO will:

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum
- Work with outside agencies to develop teaching strategies, access training and specialist resources

The SEN Register

The SENCo keeps a register of children who are receiving additional support, and this is updated on a termly basis. The register has 3 levels: Statement/ Education, Health and Care Plan, School Support and Vulnerable. The school support and vulnerable lists can be fluid as children who have interventions or changes in personal circumstances may require time limited support with the aim that this will provide the boost they need to close the gap.

The vulnerable list is those children whose prior or current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These children will be shown on the whole school provision map and also in the individual class support timetables. Children will be closely monitored and high-quality differentiated planning, record keeping including children's profiles and portfolios will demonstrate children's progress.

Gifted and Talented

Before identifying any child gifted 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. A gifted 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 teacher and formal assessments and specialist teacher identification. In the case of talented pupils, they may be identified by their parents or peers.

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential.

Our identification processes will be reviewed regularly, and pupil performance will be monitored appropriately (see Assessment Policy).

6. Parent partnership

We acknowledge that parents play a vital role in their children's development and we actively seek to work together to provide a united approach to their education.

We:

- Keep parents/carers fully informed from the initial concern.
- Provide opportunities for parents and children to celebrate achievement together however small e.g. (Home - School Book)
- Communicate regularly with parents to ensure any concerns are noted/discussed and addressed.
- Exchange information in a sensitive way.
- Share progress regularly and discuss with parents/carers e.g. termly parent's evenings, review meetings
- Have good communication with parents, outside agencies and SENCO.
- Set targets together with parents/ carers
- Work in partnership with outside agencies to meet their targets
- Ensure that transitions are carefully planned, and parents/ carers and children are involved.

- Help to understand and be involved at all stages of SEND according to the Code of Practice.

7. Reaching their potential

We provide children with access to a full curriculum where children can demonstrate both academic and personal and social skills. In order for children to make good progress, we aim to close the attainment gap between the child and their year group or prevent the gap growing wider.

To do this we:

- All take on the SENCO role in our own class.
- Use effective assessment and monitoring (Baseline, Nursery Profile, observational assessment, parental views).
- Provide high quality learning opportunities and materials.
- Use appropriate teaching and learning styles to meet the needs of the children.
- Set SMART targets which are reviewed regularly.
- Make effective use of outside agencies for advice, training and support
- Discuss with children their future targets and celebrate in their own achievements.
- Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork.

Children feel happy and secure in the knowledge that they are supported in working towards achieving their potential, by their parents, teachers and teaching assistants.

Links to other policies:

Policy and practice for Children in Public Care

Teaching and Learning

Early Years Curriculum Policy

Behaviour

Assessment

Handwriting

Attendance

Child Protection

Admissions (**Admission policy should take note of the SEN Disability Act**)

Guidelines for a Dyslexia Friendly classroom (in teaching files)

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| Policy: | Inclusion Policy |
| Signed Chair of Governors: | <i>R Bain</i> |
| Governors Meeting Ratified: | May 23 |
| Review Date: | Summer 24 |
| Review schedule | Annually |