

# *Weston Park Primary School*



## **Inclusion Policy**

Date of last review: June 2017

Date of next review: November 2018

# INCLUSION POLICY

(To be read in conjunction with the SEND Policy)

The new Code of Practise states:

*"High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision and schools and colleges must use their best endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."*

## Our Vision

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in this environment, enabling children to become independent, confident members of the community.

At Weston Park Primary we believe in equality of opportunity for all and we aim to be a fully inclusive school. We are fully committed to promoting inclusion of all children, whatever their age, ability, specific physical needs, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

## Our Learning Behaviours

We will nurture each child and through the use of the school Learning Animals develop our pupils Learning Behaviours to aspire to be:

- Independent - Giraffe
- Interdependence - Zebra
- Creative - Monkey
- Resilient - Elephant
- Spirituality - Panda
- Thinking - Orangutan

The school also has Learning Power Passports where our children can earn 'Power Tokens' to complete passports to travel around the world map. Each completed Learning Power Passport can be traded in for a prize or saved to earn a larger prize.

## Our Policy supports this by:

We aim to provide equal opportunities for all groups of children. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' (referred to as subgroups) within the school, providing extra resources and support, where possible.

This means that equality of opportunity becomes a reality for our children.

## **Different Groups in the School**

- Girls
- Boys
- Children with summer term birthdays
- Free school meals / non free school meals
- Minority, ethnic, cultural and faith groups
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with Special Educational Needs and/or Disabilities (SEND)
- Children with physical disabilities
- Gifted and talented children
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers and those children from families under stress
- Any children who are at risk of disaffection and exclusion.

## **Roles and Responsibilities**

At Weston Park Primary School, all staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the curriculum at their level and in a communication method preferable to them.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

## **Our Inclusion Provision**

Our commitment to Inclusion is evidenced by our provision. We have an Inclusion Team led by our Inclusion Leader/SENCO, and the team work closely with vulnerable pupils and support them through a range of interventions. We provide ELSA support, support and training for staff and also a Nurture Group for children who need this intervention. Additionally we also have a Speech and Language Support Assistant, a Family Support Worker to work with our most vulnerable families and also an Attendance Officer to support families with attendance problems. Our classrooms are accessible to all children regardless of physical disabilities, with a mobility lift and ramps around the school.

## **Admissions Policy**

- All applications for places in our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.
- We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, Early Years Foundation Stage staff offer home visits. If the school is aware of SEND before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs and/or Disability.
- At Weston Park Primary School every effort will be made to provide support for those families from ethnic minorities, those who speak English as an additional language or have come into the country recently. Assistance will be sought if translation is necessary.

### **Transition Support**

Prior to children starting at Weston Park Primary in Reception or Year 3 a full transition handover takes place between Weston and its feeder schools, nurseries and preschools. Visits to the settings take place to ensure that a detailed handover of all pupils needs are discussed. This can involve the Reception/Year 3 teachers and when necessary the Inclusion Leader.

When children transfer to Weston Park Primary during the year the school will contact the previous school to establish the learning needs of any new pupil to ensure a smooth transition and to establish any previous support that may have been in place.

When leaving Weston Park Primary to transition to secondary school, meetings are held with the secondary school year leaders and when necessary the SENCOs to ensure that any information regarding a pupils learning needs are clearly communicated, this would also include any safeguarding information.

### **Inclusion of Parents**

The school works in partnership with parents and the community, to develop positive attitudes to diversity and to address specific incidents.

- The school aims to maintain good channels of communication with all parents.
- Parents are kept informed of their child's progress through parent's evenings and the Inclusion Team and Class Teachers are available each day and through appointments. Parents are encouraged to discuss their children's learning.
- Parents are made aware of their child's SEND Passports (previously known as Individual Education Plans IEPs).
- Parents are made aware when their child is placed on the SEND register and are included in decision-making regarding any special educational needs provision.
- Parents are invited in on many occasions to support their child in school.

### **Teaching and learning styles**

Curriculum planning takes account of the ethnicity, backgrounds and the needs of all pupils. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils of all subgroups. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. The curriculum builds on pupils' starting points and is differentiated to ensure the inclusion of boys and girls of all subgroups mentioned above through a range of teaching styles and strategies such as auditory, visual and kinaesthetic, individual and group work, practical and written, among others.

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 and targets
- Responding to children's diverse learning, physical, emotional or other 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. (This includes speech and language therapy, specialist outside intervention and training from specialist schools- please refer to the SEND policy for further details.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Have we risk assessed the situation to make it accessible and appropriate for children who may have a physical disability?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. We aim for all children to make progress in their lessons. When the attainment of a child falls significantly below age related expectations, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds age related expectations, teachers use materials to extend the breadth of work developing a "mastery" level within the area or areas for which the child shows particular aptitude. An Able Individual Education Plan may be written.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- feel secure and know that 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 beliefs or physical needs
- are taught in groupings that allow them all to 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, regardless of disabilities or medical needs.

### **School's Commitment to Race Equality**

The school is committed to race equality. It aims to:

- Respect, value and celebrate differences between people.
- Prepare pupils for life in a diverse society.
- Acknowledge the existence of racism and take steps to prevent it.
- Make the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels safe, welcomed and valued.
- Promote good relations between different racial groups within the school and the wider community.
- Ensure that an inclusive ethos is established and maintained.
- Be proactive in tackling and eliminating unlawful discrimination.

We will ensure that pupils learn to value society by developing a sense of belonging, an understanding of different local communities and their relation to regional, national, European and global cultures, and understanding of how cultures interact and recognise the contribution they can make to different communities.

### **School Ethos**

Weston Park Primary School opposes all forms of racism, harassment and discrimination. We encourage a positive attitude towards all our sub groups mentioned above as well as cultural diversity among those people involved in the school. We share in the celebrations which mark the important times of the year for different cultural groups across the schools. There are clear procedures to ensure staff deal with harassment firmly, promptly and consistently.

### **Responsibilities**

The Governing body and the Headteacher will ensure the school complies with all relevant equalities legislation. The Governing body and the Headteacher will ensure that the policy and related procedures and strategies are implemented. The Headteacher, Senior Leadership Team and the Inclusion Team will ensure that all staff are aware of their responsibilities under this policy.