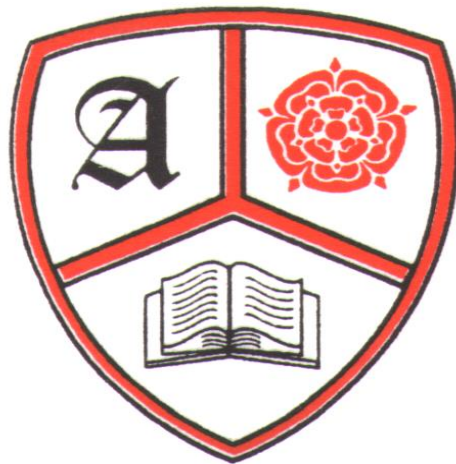


# *Anderton Primary School*



*Inclusion Policy*

*Date - July 2020*

## Anderton Primary School

### INTRODUCTION

Anderton Primary School is committed to valuing the individuality of all of our children. Our aims fully reflect this:-

- To aim high in all areas of school life
- To provide a curriculum which inspires a love of learning
- To treat ourselves and others with kindness and respect
- To celebrate the individual
- To challenge and encourage independent thinking
- To have a strong relationship between home, school and the wider community

We have 5 core values that are at the heart of our school. These values were decided upon by our children, staff, parents and governors and underlie the principles of a Values Education. They are: *self reflection, respect, trust, kindness and perseverance.*

Anderton believes that every pupil has an entitlement to achieve their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity and inclusion support the learning of all. 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.

We actively seek to remove the barriers to learning and participation that could hinder or exclude individual pupils, or groups of pupils by endeavouring to provide equality of opportunity for all our children. The school is able to accept children with motor disabilities, as there is wheelchair access, and special bathroom facilities, including a shower. The Accessibility Plan and the Disability Equality scheme are fully compliant and are renewed annually. These two documents are a legal requirement and are an integral part of the School Improvement Plan.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils: Able, Gifted and Talented, Special Educational Needs and Disability (SEND), Behaviour, Care and Control, Anti-Bullying, Educational Visits and individual curriculum area policies.

In relation to inclusion we ensure that all children are as safe as possible and we adopt safe practices. We strive for every single child to achieve and enjoy, irrespective of their circumstances, through a varied and exciting curriculum. Provision is made for all children to make positive contributions through Personal Social and Health Education, circle time and school and eco councils. All children are encouraged to be healthy and to be aware of issues that affect themselves and their health through a variety of curriculum areas.

The person responsible for the implementation of the policy is the Inclusion Subject Leader, Mrs Laithwaite.

The policy will be reviewed annually by the Inclusion Subject Leader, the Head teacher and Staff.

This policy applies to all pupils, including those pupils who:

- have learning, physical, communication, sensory and/or medical needs;
- have or experience behavioural, emotional and social needs;
- 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 moved to this country or may be refugees or asylum seekers;
- have a mobile life style as travellers;
- are 'looked after' children;
- are from low income families or who may be homeless;
- are gifted and talented;
- bully or who are victims of bullying;
- are bereaved;
- are traumatised.

## **AIMS**

In relation to this policy, the school aims to:

- help pupils develop their personalities, skills and abilities;
- provide appropriate teaching which makes learning challenging, enjoyable and successful;
- provide equality of educational opportunity;
- create a culture of tolerance and acceptance of all and of mutual respect where all are valued.

## **OBJECTIVES**

The school will:

- ensure implementation of government and Local Authority 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 for 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;
- challenge high achievers.

## **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.

In Lancashire, inclusion is defined 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."*

## **CO-ORDINATING INCLUSION**

Mrs Laithwaite is the Inclusion Manager. Her 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 such as PIVATS, test results and teacher assessment and to judge their effectiveness in relation to inclusion;
- monitor the inclusion policy and report annually to the governing body on its effectiveness;
- report annually on the efficient and effective use of resources for SEND pupils;
- 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;
- work with key staff to monitor pupil progress;
- analyse with key staff the recording of incidents which may relate to bullying or discrimination;
- liaise with parents;
- coordinate cross-phase / cross-school transition; from Nursery settings to Reception Class, across school internally and from Year 6 to Secondary school with respect to inclusion;
- coordinate external specialist provision.

The Inclusion Manager 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 pupils in their class and promoting the culture and ethos of inclusion within the school community.

## **INCLUSIVE PROVISION**

At Anderton we provide a continuum of provision to meet a diversity of pupils' 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. All pupils spend the majority of lessons being taught in the classroom.

Additional in-class support is available in classes where appropriate. This is provided by teaching assistants (TA's). This additional support is targeted at individual pupils and small groups of pupils. Children who have an Education Health Care Plan (EHCP) are supported according to the terms stated in their plan.

As a school, we endeavour to provide a range of extra-curricular activities during lunch time and after school. These are changed regularly to take account of children's views, staff availability, the season and the desire to increase the range of activities on offer.

## **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 pupils;
- providing, where possible, extra-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 in the key stages (or previous key stage) so that individual pupils can make progress and show what they can achieve. 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, such as head injuries, and those with degenerative conditions). Equally, for those children who are gifted or talented, we look for greater depth in that curriculum area and further harness this potential through selection for sporting/music events.

For pupils whose attainment falls significantly below the expected levels 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 SEN, 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 by the SLT (Senior Leadership Team), in order to ensure that pupils do not underachieve or fail to meet their potential. We respect and value pupils who 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. Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are also central to successful liaison with parents.

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 through protected characteristics. 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, language and literacy
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for all 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.

We recognise that some children may have skills and abilities beyond what is generally expected for their age.

We aim to

- provide a curriculum appropriate for their needs

- recognise their entitlement to appropriate education by means of differentiation, enrichment and extension of the curriculum
- provide the opportunity to work at higher cognitive levels as appropriate
- provide tasks that challenge them intellectually and encourage self-motivation and reflection.

We also recognise that some pupils may be gifted or talented. They will be identified by the class teacher and guidance and support will be given by appropriate subject leaders on ways to encourage their talent. This may include opportunities outside school and work with local secondary schools (see Able, Gifted and Talented Policy.)

## EXTERNAL SUPPORT

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

Specialist teachers from this service provide support in accordance with the terms of a child's EHCP (Education, Health and Care Plan.) This includes support and advice to the teacher and assessment of pupils' needs and progress.

The school also engages in collaborative partnerships with local mainstream schools.

The school has access to a Special Educational Needs and Disabilities Officer (SEND), educational psychologist, pupil access and an educational welfare officer. Other support includes the Visual Impairment team, School Nurse, Occupational Health team, Speech and Language Therapist, Golden Hill Inclusion Support Team, EAL teaching assistant and LCC Early Help, who support children in school.

## RESOURCE ALLOCATION

The Inclusion Manager and the Head teacher organise and plan the amount of additional in-class and external specialist support required for pupils with SEND. This is through discussion with all adults involved with the child.

The Inclusion Manager reports annually to the governors on the efficient and effective use of resources for SEND pupils.

## 10. ASSESSMENT PROCEDURES

The school uses KLIPs, a locally recognised LCC assessment system, which relates to the National Curriculum. This is supplemented with tests in reading, arithmetic and reasoning from Year 1 to Year 6. Children in the Early Years are assessed using **Development Matters**. Pupils with SEND are assessed using appropriate materials e.g. tests from the year below or PIVATS (Performance Indicators for Value Added Target Setting.) 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 to decide where the pupils are in their learning, how they need to progress and how best to achieve.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, assessment weeks are planned for and data is taken from across the school at the same point. The English and Maths leaders moderate and standardise samples of pupils' work and achievements and feed back.

Underachievement is identified as early as possible, and intervention strategies are put in place. Pupils are set individual, challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed termly or sooner if that is appropriate with the child and the parents.

The SLT which includes the Inclusion Manager tracks pupil progress systematically in order to:

- check the progress individual pupils make against their targets;
- verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff / schemes of work, or low attendance rates;
- provide a cross-check with teachers and teaching assistants regarding the pupils who are underachieving in relation to their prior achievement;
- monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, EAL, different ethnic groups, boys and girls, SEMH (social, emotional and mental health needs), SEND, gifted and talented, looked after children, etc.;
- identify particular strengths and weaknesses of particular year groups or teaching groups;
- 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 LA via the School Information Profile, with their statistical neighbours and with national performance data.

In addition to the culture of support and praise, which underpins the school ethos, the reward system of points, certificates of achievement for outstanding work and performance, effort and improved behaviour, contribute to raising pupil 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 Authority and taking account of the most recent DfE 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.

## **PROFESSIONAL DEVELOPMENT**

The Head teacher oversees the professional development of all teaching staff and teaching assistants. The SENDCO / Inclusion Manager liaises with the Headteacher to review staff skills related to SEND, 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.

## **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 SENDCO / Inclusion subject leader, 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 through parents' evenings, SEND meetings and EHCP reviews, and through contact with the class teacher, as appropriate. The home-school agreement outlines how parents can support their child's learning at home.

## **EVALUATING THE INCLUSION POLICY**

The inclusion policy is reviewed annually. 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 different groups of pupils, including reference to Raise on-line, School Information Profile and value-added data;
- listening and responding to the views of pupils through class and school councils and comments from the annual parent and pupil questionnaires;
- the school's own self evaluation of the inclusion of pupils with SEND and SEMH difficulties

In 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:

- 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 positive social relationships;
- high expectations of all pupils;
- that pupils' views are valued and that pupils' 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; and
- that the school is a community resource for learning and leisure activities for ALL.

This policy will be reviewed annually.

Signed: Mrs K L Laithwaite (SENDCO)

Signed: Mr M Frost (Chair of Governors)

Date: July 2020



## Appendix

In order for a physically disabled pupil or a pupil with extreme behavioural needs to participate in educational visits, the following procedure has been discussed and agreed by the Head teacher and staff:

- A risk assessment for disabled pupils must be carried out at the venue prior to the visit.
- Specialist transport arrangements will be investigated for example a coach or taxi, and the cost.
- Advice will be sought from the Local Authority if the costs are prohibitive.
- Parents may be invited to take the pupil to **the** venue if transport is impossible.
- Alternative dates will be given to the parents if necessary.
- In the case of residential trips, parents' permission will be sought for an approved worker such as from Barnardo's or the link family, to accompany the pupil.
- Liaison with parents and the Local Authority will be undertaken at all stages of the planning, in order to take advice and ensure the safety and inclusion of the pupil.
- If the above criteria cannot be met and the safety of the pupil guaranteed, then it may not be possible for the pupil to attend the educational visit.