

ATTAIN ACADEMY PARTNERSHIP



Inclusion Policy

For

Gosfield Community Primary School



Primary School

January 2025

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Document Reference	Number: GCPS029	Version: 2025-1
Policy Approved and Minuted	By: Local Governing Body	Date: 28/01/2025
Date of Next Review	January 2028	

1. Introduction

1.1 The academy is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life

1.2 The academy is committed to inclusion. We strive to maintain a loving and caring academy community where everyone feels welcome, secure and valued.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.3 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We make this a reality through the attention we pay to the different groups of children within the academy:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Disadvantaged children i.e. those children for whom we receive pupil premium
- Children who need support to learn English as an additional language (EAL)
- Children with special educational needs and disabilities
- Children with medical needs
- Children who are significantly more able than their peers
- Any child who are at risk of disaffection and exclusion Looked after children and children previously in care
- Children with additional learning needs
- Others such as those who are young carers, those who are in families under stress

1.4 This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in the academy.

2. Aims and objectives

2.1 The academy aims to be an inclusive academy, catering for diverse needs and working in partnership with parents/carers.

2.2 We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career,

may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We also aim to:

- Involve parents / carers at every stage in plans to meet their child's additional needs.
- Make equality of opportunity a reality for our pupils through access to good quality, meaningful and appropriate creative curriculum
- Plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning.
- Provide full access to the curriculum through differentiated planning by class teachers and other support staff.
- Ensure that current Codes of Practice and guidance are implemented effectively across the academy and to ensure equality of opportunity for, and to eliminate prejudice and discrimination
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Involve the children themselves in planning and in any decision making that affects them
- Support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.
- Model inclusion in our staffing policies, relationships with parents / carers and the community.

2.3 The academy will achieve educational inclusion by continually reviewing our practice and asking these key questions:

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- Are our actions effective?
- How are we involving parents and carers?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3. How do we support inclusion?

See also the academy policies on Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL).

Class teachers and support staff ensure that all 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;
- Experience success;
- Participate safely in clothing that is appropriate to their religious beliefs;
- 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.

4. Whole academy actions to support inclusion by

- A curriculum designed to reflect the different cultures, religions and races in our academy and one which is challenging and provides enrichment
- Achievable targets in English and maths and for all pupils
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management
- The use of intervention programmes to support pupils with learning difficulties
- The targeting of underachieving pupils and EAL
- Induction of pupils new to this country
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parent's meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff

5. How will we monitor inclusion?

5.1 Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment through termly target setting meetings
- Monitoring and assessment schedule
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Review of targets in English and maths
- Lesson observations

- Talking to children and parents
- Teacher assessment
- SAT tests
- Monitoring teacher's plans and children's work

6. Identification of pupils

6.1 The academy recognises the significance of early identification of pupils with Special Educational Needs and Disability, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. The SENCo, Class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing School Support or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

7. Provision

7.1 Differentiated Curriculum Provision

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. In order to make progress all children will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans.

7.2 Disapplication and modification

The academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The academy policy is to do this only in exceptional circumstances. The academy makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification through greater differentiation of the child's work, through the provision of additional learning resources or where necessary, through the use of appropriate external specialists.

In exceptional circumstances, the academy may decide that modification or disapplication is the correct procedure to follow. However, we would only do this after detailed consultation with parents and the LA. The academy'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 academy's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

7.2 Provision Management

Pupils are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through individual Provision Maps.

7.3 Pupils with English as an Additional Language

Pupils with EAL are supported by staff inside the classroom and in small groups. Interpreters are used when necessary.

7.4 Challenging children of higher ability

Pupils identified as of higher ability are provided for through a differentiated curriculum and group sessions which aim to challenge and extend targeted children. There are opportunities for advancement of more able pupils through extracurricular activities such as maths tournaments involving other local schools.

7.5 Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the academy. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs.

7.6 Extra-curriculum Provision

Extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of our academy's provision that can develop and promote individual strengths. Whole academy planning will include activities to celebrate diversity and meet the needs of different groups within the academy. Individual planning may include making provision to meet individual needs.

8. Looked after Children

- 8.1 Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the academy, the carer and social services. We aim to send a representative to all Looked after Children reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

9. Working with Outside Agencies

9.4 The academy promotes the value of specialist advice and support from a variety of professional and voluntary services. The academy also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners.

The SENCo liaises frequently with a number of other outside agencies and specialists, such as:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- LEA advisors
- Children's Society and Targeted Family Support Agency
- Parents/carers are informed if any outside agency is involved.

10. Links with other schools / Transfer Arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCo will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion Manager will discuss these children with other schools on request.

11. The Governing Body

11.1 The academy's governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named governor who will monitor special educational needs provision on a termly basis. Governors will receive a report from the SENDCo on an annual basis.

12. Equality Act

12.1 The Equality Act 2010 makes it unlawful for schools to discriminate against disabled pupils for a reason relating to their disability without justification.

12.2 The academy aims to cater for the full ability range and the presence or absence of a special need is not a factor in the admission of pupils, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

13. Working with Parents

- 13.1 Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success.
- 13.2 To support parents, evening meetings are often organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability.
- 13.3 Parents will have the opportunities to meet with their child's class teacher in a formal meeting up to three times a year.

14. Complaints

- 14.1 If any parent feels that the academy is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy.

15. Staff Development

- 15.1 The Senior Management will review the needs of the teaching and support staff and provide INSET via external courses and in-academy training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

16. Policy Review

- 16.1 This policy will be reviewed every two years, or earlier if necessary.

11. Linked Policies

- Children with Health needs who are unable to attend Academy
- English as an Additional Language (EAL)
- Equal Opportunities
- Equality Policy
- Special Educational Needs and Disability Policy
- Extended Schools Policy
- Curriculum Policy