



# Shears Green Junior School

## INCLUSION POLICY

Approved by:	Jacky Pike	Date: 06/01/22
--------------	------------	----------------

Last reviewed on:	04/01/22
-------------------	----------

Next review due by:	04/01/23
---------------------	----------



Shears Green Junior School

## Inclusion Policy

*'To treat everyone the same, we must treat them differently.'*

Helen Keller

At Shears Green Junior School we believe that inclusion is at the heart of our school community. We are committed to ensuring that every child is a valued and valuable member of our school community, whatever their ability, needs or background (including children who have been identified as gifted and talented). We recognise, value and celebrate the rich cultural diversity that exists in our school.

We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve both high academic and social standards.

We have high expectations of all children. As a school, we are also firmly committed to identifying and removing barriers to learning thus narrowing the attainment gap between vulnerable learners and their peers. We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to the collective responsibility for the implementation of the values inherent in this statement.

## Aims

At Shears Green Junior School, we aim to:

- Strive to minimise the barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, gender, culture, physical, intellectual or emotional state and socioeconomic status
- Provide an inclusive environment, where children are enabled to access a curriculum that meets the needs of all our learners
- Meet individual needs through a wide range of opportunities for learning
- Track provision for all vulnerable learners and those children who have been identified as gifted and talented to ensure that barriers to learning are minimised and all pupils make good progress or better
- Narrow the gap in attainment between vulnerable groups of learners and their peers by supporting pupils from vulnerable groups to make accelerated progress
- Work in partnership with parents and carers acknowledging that together we are partners in supporting children's education
- Work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of vulnerable learners
- to promote racial harmony and ensure that pupils can successfully integrate in a diverse society

This policy complies with the guidance given in the following documents and legislation:

- o Children and Families Act 2014
- o Ofsted SEN Review 2010 "A Statement is not enough"
- o The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011
- o Education Act 2011
- o School Admissions Regulations 2012
- o The School Staffing (England) Regulations 2009
- o SEND Code of Practice 2014 Educational Needs and Disability
- o School Information Regulations 2012 and 2013

- o Teachers Standards (2012c)

This policy should be read in conjunction with the following school policies and documents:

- o Teaching and Learning Policy
- o SEND policy
- o Equality policy (disability, race and gender)
- o Accessibility plan
- o Equal Opportunity Policy
- o Gifted and Talented Policy
- o Behaviour Policy
- o Anti-bullying Policy
- o Curriculum Map
- o School Improvement Plan

This policy has been developed in consultation with the governing body, staff, pupils and parents and will be reviewed annually. All members of staff have been made aware of their responsibilities regarding inclusion issues. There is a graduated approach which recognises a continuum of need for individual children.

The National Curriculum is a key part in planning a curriculum that meets the needs of individuals and groups of children. Within the classroom, High Quality Teaching will meet the needs of the majority of learners and is the expectation for all pupils. Through our teaching we aim to:

- have high expectations of all pupils' ability to make good progress
  - enable children to become confident, resourceful, enquiring and independent learners
  - foster children's self-esteem and help them build positive relationships with other people
  - develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
  - show respect for all cultures and, in so doing, to promote positive attitudes towards other people
  - enable children to understand their community and help them feel valued as part of this community
  - help children grow into reliable, independent and positive citizens
- (See Teaching and Learning Policy)

The diversity of the society, in which our children are living, is addressed through planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Additional support is given to children with SEND and /or EAL needs.

The school is committed to providing an environment, within its Health and Safety consideration, which allows disabled children full access to all downstairs areas of learning. All downstairs classroom entrances are wide enough for wheelchair access and the designated entry points allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that adults and children are not placed at a disadvantage. The school uses specialist furniture and equipment to support the needs of pupils. We review and update our accessibility policy annually to meet the needs of all pupils, staff and parents/carers if possible.

We closely track the attainment and progress of every child in the school; we pay particular attention to certain groups who are identified as being vulnerable to underachievement nationally, these groups are as follows:

- o Pupils identified as having Special Educational Need
- o Pupils who are identified as Ever 6
- o Pupils with a disability physical or otherwise
- o Pupils who have English as an Additional Language
- o Pupils who have been identified as Gifted and Talented
- o Gender groups
- o Children who are defined as children in Care of a Local Authority
- o Pupils who have free school meals
- o Other groups of children who may be at risk of underachievement
- o Children who are at risk of exclusion
- o Minority and Faith groups
- o Cultural groups such as Travellers
- o Other groups identified by progress and attainment data
- o Children with low attendance

### **Partnership with Parents/Carers**

At Shears Green School we aim to work in partnership with parents and carers acknowledging that parents are partners in their child's education.

- We actively foster communication with parents and carers by adopting an 'open door policy' whereby parents and carers are welcome to speak to class teachers and members of the Senior Leadership Team about issues affecting their child at the end of the school day or by appointment
- We hold regular parents evenings in which we discuss progress and attainment of children.
- We offer extended parents evenings for children with SEND

- We undertake to communicate with parents about any serious issues concerning their children.
- We hold regular meetings to support the progress and attainment of all children particularly tracking our most vulnerable pupils in which we seek a solution centred outcome to removing barriers to a child's progress
- We work with outside agencies to seek support and guidance to enable pupils to progress and we share this guidance with parents.
- We aim to provide information in a clear and accessible way, including translating information into parent's home language if necessary.

### **Pupil Voice**

We recognise that all pupils are able to be involved in their own learning and we aim to ensure that children are listened to and their views considered increasingly as they move through the school.

- We actively seek the views of pupils from vulnerable groups and we feed these into key decisions made relating to the child.
- We ensure that children understand their targets and are clear about what they need to do to improve.
- We encourage pupils to take responsibility for their own learning.

### **Roles and Responsibilities**

Our Governing Body will:

- Have due regard to the SEND Code of Practice and Equality Act and other Statutory obligations when carrying out its duties toward all vulnerable learners
- Identify an governor to have specific oversight of the school's provision for vulnerable learners
- Ensure that pupils with additional needs are identified as early as possible, comprehensively assessed and appropriate provision made for them and reviewed on a regular basis, to ensure successful outcomes are maintained
- To ensure that parents and carers are involved in this process at all times
- Support and challenge the Senior Leadership Team in relation to the School Development Plan and the provision made for vulnerable groups of learners

- Act as critical friend to the Inclusion Manager in planning and implementing strategic decisions for school improvement
- Evaluate the effectiveness of the School's policies and developments and analyse their impact on vulnerable learners

Our Senior Leadership Team will:

- Have overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise learning opportunities for all
- Have due regard to the Code of Practice (2014) and the Equality Act (2010) when carrying out its duties toward all pupils with Special Educational Needs and vulnerable learners
- Ensure that all staff are aware of their responsibilities for implementing this policy.
- Regularly review attendance, exclusion and performance data to identify issues of inclusion and whole school change that might be required.
- Ensure that inclusion is an integral part of the School Improvement plan
- Act to ensure that incidents of racism, bullying or inequality are recorded and dealt with appropriately
- Ensure that all policies are reviewed in light of inclusion
- Hold regular (3 x a year) meetings in which the progress of all pupils is carefully monitored and track pupil's progress at 3 points in the year
- Identify barriers to learning and attempt to remove them using all the resources at the school's disposal including that of outside agencies where this is deemed appropriate
- Ensure that timely interventions are planned and implemented to enable pupils, who are at risk of underachievement, to make accelerated progress
- Take steps to ensure that the quality of teaching for all groups of children is good or better
- Identify training needs and ensure that staff have opportunities to develop good practice through CPD
- Ensure that everyone is dealt with fairly and without negative bias on the grounds of race, disability or equality issues

Our teachers will:

- Deliver high quality teaching to all pupils
- Take professional responsibility for progress and learning of all groups of children in the class

- Have high expectations of all pupils that they can learn and make good progress
- Identify pupils who are at risk of underachieving. Discuss, plan and implement strategies in conjunction with the SENCo to ensure that barriers to learning are identified and removed
- Work in partnership with parents to ensure the best possible outcomes for all pupils including groups vulnerable to underachievement
- Support families through the early help process and other multi-agency links
- Modify learning and teaching expectations as appropriate for children with disabilities:
  - i) Take account of their learning pace and equipment needed
  - ii) Allow children the opportunity to take part in educational visits and other activities linked to their learning
  - iii) Use assessment techniques that reflect their individual needs
  - iv) Take account of ways in which their disability affects their behaviour and make reasonable adjustments to accommodate this
  - v) Take account of additional physical resources such as Occupational Therapy support

#### Our Inclusion Manager will

- To ensure that statutory responsibilities are met
- Promote race, equality, disability and appreciation of diversity through teaching and relations with pupils, staff, parents/carers and the wider community
- Promote Safeguarding and ensure that all staff are aware of their obligations to safeguard children and promote their welfare
- Have robust systems in place assess need and to monitor progress and attainment
- Identify and track the progress of groups that are vulnerable to underachievement
- Work collaboratively with teachers to plan for and teach vulnerable pupils as part of mainstream teaching practice
- Liaise with Class Teachers and Teaching Assistants to guide and support with the planning, delivery and evaluation of extra provision put in place to support pupils
- Oversee the Continuing Professional Development of staff in relation to supporting the learning of vulnerable pupils



- Liaise with outside agencies to ensure that the best possible support is available to pupils
- Communicate with parents on issues affecting their child's learning and progress in school
- Oversee wave 2 and 3 provision throughout the school, carefully assessing the impact of interventions and the progress of pupils through regular monitoring of provision maps
- Ensure that pupil's views are considered whatever their ability or need
- Oversee the records on all children with Special Educational Needs
- In conjunction with the SENCo to implement a programme of Annual Review for all pupils with a statement of Special Educational Need or an Education and Health Care Plan (EHC plan)
- Oversee the transition arrangements and transfer of information for Year 2 and 6 pupils ensuring that the needs of vulnerable pupils are carefully planned for
- Oversee the transition of children arriving or leaving `in-year` to ensure that the pupil`s educational needs are disrupted too much with the move and they do not become `missing in education.`
- Liaise with SENCO to ensure network meetings and training as appropriate are attended
- Ensure effective deployment of resources (including teaching assistant support) to maximise outcomes for all groups of vulnerable learners
- Liaise with Inclusion Governor in relation to strategic planning for Inclusion
- Support families through the Early Help process and other multi-agency links

### **Disapplication and modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

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/carers and the LA. 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.

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. use of the NAA guidelines, updated annually.

### **Inclusion and racism**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded through CPOMs and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

### **Concerns**

Should a staff member, parents or any member of the school have a concern or comments in regards to Inclusion they should contact, initially, the Inclusion Manager. If the concern is not resolved then the Headteacher can be contacted through email, outlining the points raised.

If there are any complaints in regards to our practice then the Complaint Procedures should be followed, which can be found [here](#).

### **Summary**

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

This policy will be reviewed in January 2023.