

# **Hornsea and Skipsea Primary Schools (Federation)**

## **INCLUSION POLICY**

**Reviewed Spring 2016  
To be reviewed Spring 2018**

*'A Special Place to learn and succeed'*

## **Hornsea Burton and Skipsea Primary Schools**

### **Inclusion policy**

**(to be read with the Equal Opportunities Policy, Gifted and Talented Policy, Looked After Children Policy and SEN Policy)**

#### **Key Principal**

Inclusion is a process, not a skill which underpins our children's right to access a broad, balanced and relevant curriculum within Hornsea Burton and Skipsea Primary Schools.

#### **Overview and our Responsibilities**

Hornsea Burton and Skipsea Primary Schools aim to be an inclusive school in that all staff seek to build a supportive school community, which fosters high achievement for all students. This community includes all teaching and non-teaching staff, pupils, parents, governors and the wider community. We adhere to the three principles for inclusion as outlined in the new National Curriculum-

1. setting suitable learning challenges where **every** pupil is offered the chance of success
2. responding to pupil's diverse learning needs in that we adhere to our equal opportunities policy, create an effective learning environment and set appropriate targets
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils, understanding the needs of SEN children and disabled children.

Many of the curriculum documents for specific subjects do give additional inclusion information regarding pupils' requirements and issues in assessment

Our responsibilities are as follows-

- To have an agreed understanding of educational inclusion
- To value all children and their families
- To understand that inclusion is an important element in all our policies
- To work with external agencies collaboratively
- To recognise that educational inclusion involves all those associated with the school
- To include inclusive issues in the INSET opportunities for all staff
- To ensure that Hornsea Burton and Skipsea Primary Schools are welcoming schools
- To recognise the achievements of our children.

**EQUAL OPPORTUNITIES** (see our Equal Opportunities Policy)

1. Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in this school.
2. Every pupil and teacher will endeavour to further this object by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all pupils, whatever their sex, colour, origin, culture, or ability, for life in a diverse world.
4. An equal opportunities philosophy is practised by all staff.
5. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral role in society.

The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.  
This policy also compliments our Disability Access Policy.

### **SEN** (see our SEN policy)

It is the role of the teacher to identify the SEN children in the first instance. Once a child has been identified the SENCO is informed and an assessment is carried out. This can be an assessment within school or it could be undertaken by another Lead Professional or in some cases the educational psychologist assigned to the school. The child may then be placed on the register in line with the Code of Practice. It is important that all documentation is filed regarding a child for whom a teacher has concerns. This could include teacher notes, examples of work or even a photocopy of planning. It should include any test results carried out by the school or other Lead Professionals.

All children on the register as receiving school support (formerly known as School Action or School Action Plus) should have a current IEP or individual pupil support plan. Children with a Education, Health and Care Plan (EHCP) should also have an IEP or individual pupil support plan.

The class teacher responsible for planning and assessment for SEN pupils must take account for the specific needs of the pupil some of whom could also have physical or emotional disabilities in the following ways-

- Through differentiation of materials and tasks
- Through access to specialist materials or tasks
- Through a statement of special educational needs/EHC plan.

Teachers should work closely with representatives from external agencies who may be supporting the pupil. It is important that before additional SEN support is given to a child on the register, the Parents of the child are informed and a meeting takes place to discuss targets.

### **Gifted and Talented** (see our Gifted and Talented Policy)

For our gifted and talented children, work is not necessarily differentiated by making it “harder”. Sometimes differentiation can be in the form of the expected “pace” of a given activity. We aim to provide a challenging and demanding curriculum involving:

- Extension activities/investigations
- Opportunities for collaborative activities
- Differentiated questioning and higher order thinking skills
- Open ended tasks
- Reflecting on learning in feedback/plenary sessions
- Using extended homework.

Our Gifted and Talented Co-ordinators are Mr Fletcher and Mrs. Hansell. A Gifted and Talented register is monitored and updated termly.

### **Pupils who are learning English as an additional Language**

Planning for such pupils must take account of their individual requirements, their age, time spent in this country and their previous educational experiences. Teachers will require accessible texts and materials, appropriate ICT materials and in some cases, a support reader who may have to begin with the pupil’s home language. It is important to note that such children should have full access to the curriculum.

### **Gypsies and Traveller Children**

LAs have a legal responsibility to ensure that education is available to all children of compulsory school age (5 to 16 years) in their area and that it is appropriate to age, ability and aptitude, and to any special educational needs they may have. This duty extends to all children residing in their area, whether permanently or temporarily, and therefore includes Gypsy and Traveller children. Funding for Gypsy and Traveller children mainly goes to the Traveller Education Services (TESs) within the Local Authority to support the provision of specialist peripatetic teachers, classroom assistants, specialist education welfare officers, distance learning, resources and staff training. The TESs work closely with their LA and they are available to work with schools to help improve levels of school attendance and achievement and raise the awareness and understanding of Gypsy and Traveller culture within the educational community.

Gypsy and Traveller children are given the same opportunities as all other children in our school. A member of the TES attends annual reviews for Gypsy and Traveller children in our school and supports Parents re communications and other meetings. They also come and take an assembly and lead activities with whole classes to raise awareness of Gypsy and Traveller culture.

As with any other vulnerable group, we monitor the operation of our policies on these pupils and we track and monitor their attainment and progress on a termly basis and alter provision accordingly if needed.

## **Pupils who are Looked After Children** (see our Looked After Children Policy)

As for all our pupils, our school is committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The school will champion the needs of Looked After Children; raise awareness and challenge negative stereotypes about them in order to ensure that our expectations for their achievement are high.

We have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils. We maintain Looked After Children's confidentiality and ensure they are supported sensitively. We work to enable Looked After Children to achieve stability and success within school. We promote the self-esteem of all Looked After Children.

## **Parents**

Parents are central to the school community and are regarded as major stakeholders in the school. Parents and staff (all) should work in close partnership.

- The Headteacher has an open door policy to parents and carers
- Parents are able to discuss issues with teachers at the beginning or end of the school day
- Parents are part of the self-evaluation process
- There is a newsletter to parents
- Information regarding the work to be covered is passed on to parents at the start of each term

## **Governors**

Governors are very much part of the school community. As individuals, governors have a valuable contribution to make regarding the life of Hornsea Burton and Skipsea Federation. Their thoughts, opinions, questions and critical contributions are important. Once the group makes decisions, individual governors are bound by them and should be loyal to them. The governor's role is to help the school provide the best possible education for its pupils.

The Headteacher is accountable to the governing body for the overall running of the School and Federation and the Headteacher, staff and governors must work in close **partnership**.

The governors are accountable to the parents, the wider local community and to those who established and fund the school. Again this relationship should be one of **partnership**. As a strategic element of the inclusive process, the governors have the opportunity to set Performance Management targets for the Headteacher.

Governors should regularly visit the classrooms and meet teaching staff, have an input into the SIP (School Improvement Plan) and are involved in committees. There is one full Governing Body Meeting each term with the committees meeting between the main meetings.

### **Pupils**

- Our pupils are encouraged to engage in a variety of self-evaluation processes. These have a direct effect on their life in school
- They have an opportunity to express views during School Council meetings with representatives from the pupils and teaching staff.
- Children are able to set themselves individual targets for their individual pupil support plan during termly 1:1 meetings with the class teacher.

### **Self-evaluation**

An integral element of school organisation is the process of self-evaluation. Self-evaluation is an inclusive process because it allows all individuals or groups associated with the school the opportunity to reflect on school practices, the opportunity to discuss school practices with others and the opportunity to positively review school practices. Self-evaluation will have a direct link with policy, practice and culture.

### **Provision Mapping**

Each term the school prepares a provision map. Every term we identify all the needs of our pupils and match these to the personalised learning programmes we can provide. We track interventions each child has received during their time in the school on an excel spreadsheet and review the impact of interventions at termly pupil progress meetings with staff.