



Wyndham Primary School Inclusion Policy 2019-2022

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| Consultation that has taken place | Autumn 2019 |
| Date Policy amended | October 2019 |
| Date formally approved by Governors | October 2019 |
| Date amended Policy became effective | 11. 12. 2016 |
| Review Date | Autumn 2022 |
| Person responsible for implementation and monitoring | SEND coordinator |
| Other relevant policies | SEND Policy, SEN Information Report, Managing Medicines, Equal Opportunities, Gifted and Talented , Accessibility Policy, Behaviour Policy, EAL Policy |

Rationale

Wyndham Primary School is committed to continually improving its inclusive education system and demonstrate high quality inclusive practice.

The aims of our school are to value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Definitions of Inclusion:

"Inclusion ... is about a child's right to belong to their local mainstream school, to be valued for who they are and be provided with all the support they need to thrive in the mainstream school. As mainstream schools are generally not organised in this way, it requires planned restructuring of the whole school".

Disability Equality in Education (2002)

"Inclusive Practice means ensuring each child has full access to the educational opportunities and life of the school. The development of effective inclusive practice will raise standards generally and benefit all pupils and staff working in schools".

Newcastle LEA Inclusion Policy.

Purposes

To ensure that:

- Each child has full access to the educational opportunities and life of the school. Diversity is not viewed as a problem to be overcome but as a rich resource to support the learning of all.
- Inclusion at Wyndham is a way of life which recognises respects and celebrates differences, providing access and opportunities for academic, social, emotional and spiritual growth for all involved in the school community.
- Our approach to inclusion is one that provides opportunities, and meets needs, using multi-disciplinary approaches in a flexible way to enable all young people to reach their full potential as part of their community.



Guidelines

Learning Environment

- Inclusive communication requires attention to the type and purpose of communication throughout the school and with parents, carers and communities and other agencies.
- Inclusive parental involvement requires two-way communication between school staff and parents/carers, rather than one-way information given by the school to parents/carers.
- Inclusive community involvement recognises that a school can be a community resource offering support; and that the community can offer support to the school.
- The setting has a positive image in the community and the site is sometimes used by the wider community.
- An Accessibility plan is in place.
- Facilities and activities are well resourced. They are audited to ensure equality of access and accessibility plan is regularly viewed and updated.
- Opinions and views are sought relevant to the setting and shared with the key groups within the school.
- The achievement of all pupils is valued by the whole school community.
- Teaching and Learning policy focus on improvement and achievement for all pupils.
- Systems are in place to celebrate success e.g. awards, merits, certificates, house points, star of the day, celebration assemblies, individual records of achievement, etc.
- Whole school values in the evidence of quality display of pupil work and experiences and the positive images from school Statement of Intent around the school are visible.
- Range of signage includes multi-lingual and multi sensory e.g. main door voice, multi language signs.
- A culture of respect and positive role modelling is consistently shared by the key groups within the school e.g. assemblies and International Week.
- School Council is in place and is active in decision making.
- Pupils regularly participate in community activities.

Curriculum

- Promotion of inclusive learning and teaching strategies, reflecting appropriate inclusive and non-discriminatory curriculum across all subject areas, including anti-racist and anti-sexist approaches.

Exemplified by:

- The curriculum is inclusive and offers all children access to educational opportunities through a range of effectively planned, differentiated, support strategies and systems.
- Extended opportunities and statutory requirements are met.
- Strategic curriculum planning takes account of access and inclusion issues.
- School can provide evidence that all pupils are deriving the maximum benefit from the curriculum according to their individual needs.
- Schemes of work outline expectations for pupils of varying abilities and specific individual plans e.g. Provision Maps or Positive behaviour plans are clearly integrated.
- Positive images are used.
- There is a partnership with parents/carers and community groups, including disabled people, to promote equal opportunities.
- Range of signage includes multi-lingual.



Leadership and Management

- Inclusive leadership throughout the school, promoting inclusive principles and practices, and developing shared vision and commitment.
- An inclusive whole school ethos and culture which focuses on equality issues and challenges discrimination and disadvantage.
- Staff collaboration and teamwork is encouraged for inclusive schooling practices.
- Inter-school collaboration can support the development of socially and educationally inclusive practices. (SMARTMAT)

Exemplified by:

- Leadership through the whole school community implementing the spirit of the Strategic Plan.
- Explicit aims, values and good external relationships evident.
- Low exclusion rates when compared to neighbouring and similar schools.
- Inequalities are challenged and corrected.
- Ongoing assessment of inclusion in curriculum policies informs self-review process.
- Engaging and responding through effective use of tracking individual pupils and sharing knowledge has improved pupil achievement and school performance.
- All staff and Governors provide positive role models.

Pupil Attitudes and Behaviour

- Valuing pupil perspectives, listening to pupils and involving *them* in developing inclusive schooling (PSED, PSHCE and School Council)
- Clear and consistent whole school policies are required including an emphasis on early intervention, a preventative focus, and consistency on issues of harassment, behaviour and attendance.
- Provision of additional supports for pupils and staff as necessary and appropriate, including academic, pastoral, health and social supports.

Exemplified by:

- Inclusive policies are in place.
- There are systems in place for regular consultation and reviews.
- School support systems / networks respond to diversity.
- Recognition of the Individual is vital. There are well-established partnerships between staff, parents and pupils. Information is shared on attitudes, values and personal development of pupils. Pupils regularly record and evaluate their own progress.
- Pupils know who to go to and what to do if they experience difficulties or problems.
- Measures to promote positive attitudes and good behaviour are evident. Pupils and staff have contributed to the school's policies and procedures. These are implemented consistently and promote the inclusive practice of the school.

Resources/Budget/Finance

- Provision of adequate financial and other resources is necessary to the development and sustainability of inclusive schooling.

Exemplified by:

- Learning resources selected by the criteria ensure positive role models for the whole community.
- Resources managed efficiently using ICT systems.



- Budget planning and financial allocations. Budget decisions are made explicitly to secure appropriate resource allocations to meet the needs of vulnerable groups and individuals securing the best value for all pupils.
- The schools record of accessing external resources over time is good and they enhance the inclusive activities in the school, with appropriate evaluation.
- The school demonstrates the cost-effectiveness and value for money of their decisions and spending in terms of the progress that all pupils make.

Working in Partnership

- Inter-agency collaboration should attempt to tackle barriers to pupils learning and to offer supports that will help to facilitate educational (and other) development.
- Partnerships. There are well-established two-way links with a range of agencies, including other schools. All staff understand the role and remit of support services.
- Links with schools in SMART MAT
- Documentation highlights the impact of parental/community involvement e.g. Lead Professional
- Communication and information is always available in a variety of formats to meet the needs of all partners.
- Phase Transfer and Liaison. Schools and settings regularly seek feedback about the two way transition process from pupils, parents/carers and school staff.

School Performance

The development of monitoring and evaluating at all levels of the education system. Termly progress meetings take place with the Head/SLT and each individual teacher to discuss the progress of children in the class, in particular those children who are not making appropriate progress. Intervention groups are flexible and can be changed at any time, where it is felt appropriate.

Exemplified by:

- All pupils make progress appropriate to ability.
- School procedures cover and value different types of progress, especially where these are relevant to vulnerable pupils e.g. behaviour, attendance, participation as well as attainment.
- Data is used when it becomes available in order to provide further evidence of progress or underachievement of individuals, groups or all pupils.
- Pupils are fully involved in the assessment and target setting process.
- Comprehensive information is used to make effective interventions to enhance performance and measure value added.
- Feedback includes Governors having a strategic role in school's performance.

Staff Development

- Continuing professional development is important for all staff involved.

Exemplified by:

- Induction of new staff and NQT's follows the LEA induction procedure. Training programme in place which covers the school/LEA approach to inclusion. There are systems for regular meetings with key contact for new staff. All staff have written evidence that training needs are being met. Current training needs are met with regard to Inclusion Disability, Equality and Anti Racism training. New staff regularly meet with mentors and have opportunities to see practice elsewhere.



- Evaluation of the impact of training in the school reflects positive changes in attitude, practice and confidence. There is clear evidence of the impact of training in developing inclusive classroom practice via performance, management reviews for new staff.
- There is a commitment to wider dissemination on inclusion. The school statement of intent and the prospectus outline inclusive principles.
- The governors promote and initiate inclusive practice.

Teaching and Learning

- A high expectation of all pupils is encouraged and underachievement is viewed as unacceptable.
- Inclusive classroom structures and practices involve a range of grouping for teaching. Current research suggests process of setting and streaming institutionalises inequality and, while some pupils may improve their attainment, others will not. Relative levels of attainment and disadvantage will not be adequately addressed. Research has also indicated the need to develop formative approaches to assessment.

Exemplified by:

- Curriculum delivery is inclusive and caters for all pupils. (Newcastle Tool introduced for Pupils not yet able to work at National Curriculum Levels)
- Pupils feel respected for their culture, language or disability.
- Teaching strategies and resources are effectively used to support pupil's learning styles.
- Lessons are planned and support allocated to ensure pupils of differing abilities make maximum progress in meeting the lesson objectives.
- Pupils' involvement in their learning is high, self and peer evaluation of their work is embedded in school policy.
- Pupils have an opportunity to set learning objectives, evaluate and record their work in a variety of ways. Pupils feel they are supported and involved in every lesson.
- There are regular opportunities to celebrate achievement and attainment.

Including pupils and pursuing equality is not simply about providing children with access to school. It requires consideration of how the inclusive and equitable processes will work and what the outcomes of inclusive education means for each child.

Racism and Inclusion

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 and the school contacts parents of those pupils involved in racist incidents.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.