



## Inclusion Policy

**Date:** October 2018

**Date for Review:** October 2020

### **Compliance with legislation**

This policy is a statement of the arrangements for Inclusion at Heene CE (Aided) Primary School. It has been written in response to the Special Educational Needs Code of Practice 2014, the Special Educational Needs and Disability Act, Section 69 of the Children and Families Act 2014, the Equality Act 2010 and the National Curriculum 2014.

The SEND Code of Practice: 0 to 25 Years is the statutory guidance that organisations in England have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

### **Aims and objectives**

All children have a human right to be educated. As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards and to safeguard the interests of all children. We are an inclusive school. It is important that all children are treated fairly and have the opportunity to learn without interference or disruption. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to different groups of children within our school:

- Minority, ethnic and faith groups
- Children with SEND
- Girls/boys
- Children Looked After/Adopted children
- Children with medical needs
- Children who need support to learn English as an additional language
- Travellers, asylum seekers and refugees
- Children who have physical disabilities
- Gifted and talented children
- Children who are at risk of exclusion
- Young Carers
- Children in families under stress

We aim to:

- include all pupils in all aspects of school life and to give pupils a voice in their own education;
- work together with parents and carers and to fully involve them in their child's education;
- work together with all partners in the education of the young person;
- continue to raise staff awareness of inclusion by on-going staff development;
- maximize the learning potential of all pupils and raise educational attainment for all;
- promote the personal, social, moral and cultural development of all children within a culture of respect for others;

- recognise and celebrate the progress and achievements that all members of the educational community make;
- develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners ensuring that no child is treated less favourably than other pupils (Section 69 of the Children and Families Act 2014)
- ensure that resources for all pupils are closely matched to need;
- seek to continuously monitor and evaluate the success of our policy and practice;

### **Admissions**

All applications for places at Heene CE (Aided) Primary School will be treated fairly using the school's admission arrangements. This includes those with Special needs and Disabilities. (Section 69 of the Children and Families Act 2014).

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs and Disabilities before a child starts school, we will liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs/Disability.

At Heene CE (Aided) Primary School every effort will be made to provide support for those families from ethnic minorities, especially those who speak English as an additional language or who have come into the country recently.

### **The Curriculum**

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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 other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At Heene Primary School we provide education for all pupils through a variety of access strategies, including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity. (Equality Act 2010)

When planning their work, teachers take into account the abilities of all the children. If the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. They may also require intervention in a specific area for a targeted period of time. When necessary we also support learning through appropriate external specialists. In such cases, staff work closely with these agencies to support the child.

## Monitoring

In order to determine the effectiveness of this Policy, it is necessary to monitor and evaluate its impact. The general ethos, throughout the school, is monitored on a regular basis and the Senior Leadership Team will monitor and evaluate the effectiveness of the Inclusion Policy by:

- curriculum reviews;
- monitoring and analysing of data to ensure individual pupils are meeting their targets;
- consultations with parents/carers and pupils;
- monitoring of behavioural, racial and bullying incidents;
- monitoring of absence and lateness data, including working with the Attendance Support Worker with families who need support.

Teachers ensure that children:

- feel secure and know their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious background;
- are taught in groupings that allow them to all 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 with appropriate regard to disabilities or medical needs;
- work in partnership with parents and carers.

All staff at Heene CE (Aided) Primary School, supported by the Head Teacher and the SENDCO will listen to parents' concerns about their child's development. They will also listen to and address any concerns raised by children and young people themselves.

*'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'.*

The SEND Code of Practice [Ch6.27]