



# **Inclusion Policy**

***Oliver Goldsmith Primary School***

***“Inspiring a love of learning.”***

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## **1. INTRODUCTION**

- 1.1 At OGPS, we are committed to inclusion within a stimulating environment, providing an education that meets all individual needs.
- 1.2 Within our school it is recognised that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, race, culture, religion, social class, disability or special educational need.
- 1.3 Both children and adults should know that everything is fair and that everyone is treated fairly and has the same entitlement as every other child or person.

## **2. AIMS**

- 2.1 At OGPS, we will continuously strive to ensure that everyone in our school is treated with respect and dignity and to establish a socially inclusive ethos and environment.
- 2.2 Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.
- 2.3 This Policy enables our school to meet our statutory obligations under the Equality Act 2010, which brings together separate pieces of legislation into one single Act to protect the rights of individuals and advancing equality of opportunity for all. The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

## **3. OBJECTIVES**

- 3.1 We are aware that prejudice and stereotyping can be caused by low self-image and ignorance and we take active measures to investigate and report on incidents of racial abuse.
- 3.2 We treat all those within the whole school community (e.g. pupils, staff, governors, parents and the wider community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- 3.3 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 3.4 We ensure that all pupils have equal access to the full range of educational opportunities that we provide in our school.
- 3.5 We ensure a consistent and systematic approach to special needs throughout the school.
- 3.6 We ensure that children with special needs are identified early and appropriate strategies and targets are put into place.
- 3.7 We ensure that progress is monitored regularly and that there is a fair distribution of resources and support.



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- 3.8 We build the confidence and self-esteem of all children by enabling them to make steady progress.
- 3.9 We ensure that all pupils have access to a broad, balanced and relevant curriculum.
- 3.10 We work closely with pupils, parents, carers and other agencies within a partnership to the benefit of children in our care.
- 3.11 We have a named Inclusion Leader and a SENDCo responsible for SEND
- 3.12 The named governor responsible for Inclusion is Petra Wilson.
- 3.13 At OGPS, we have high expectations of everyone involved with the whole school.
- 3.14 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 3.15 We challenge stereotyping and prejudice whenever it occurs.
- 3.16 We work with the LA in reducing the number of racially motivated incidents.

## **4. ORGANISATION**

- 4.1 Every aspect of organisation throughout the school reflects our philosophy of equal opportunities and inclusive practice.

## **5. DATA**

- 5.1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school.
- 5.2 The school keeps accurate data on ethnicity, gender, disability, languages, religion, refugee status, free school meals and pupil premium.
- 5.3 Data collected is subject to the Data Protection Act and is not passed to any organisation unconnected with education. It is updated annually on pupil profile forms.
- 5.4 We will do all we can to support all pupils in overcoming any difficulties they may have.
- 5.6 The relevant data is made available to teachers for assessment, monitoring attendance and to question any trends relating to gender or ethnicity.

## **6. GENDER**

- 6.1 At OGPS, we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery.
- 6.2 We oppose stereotyping and aim to provide a curriculum where girls as well as boys have EQUAL access to ALL areas of the curriculum.
- 6.3 Test scores are analysed to compare boys and girls results within the school, similar schools and national results.
- 6.4 We seek to promote non-sexist attitudes in children which will equip them for adult life and to achieve challenging expectations.
- 6.5 Adults (at times of recruitment – for example -) are not discriminated against and recruitment practices are fair and transparent.

## **7. ABILITY AND SPECIAL NEEDS**

- 7.1 At OGPS, every child, regardless of ability, has an entitlement to a positive, helpful learning environment with carefully planned work which matches individual needs in order that they may reach their potential.
- 7.2 We recognise and value good effort and attitudes of children in all areas of the curriculum regardless of academic achievement.
- 7.3 The school caters for and allows all children access to equipment, resources and teacher time. Special consideration is given to pupils that may need special arrangements, for example during SATs: extra time, modified/ enlarged test papers.



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- 7.4 Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
- 7.5 We recognise that children with special needs may need additional help to access the curriculum and this is provided as appropriate by: high quality class provision of differentiation using individual learning plans (ILPs), provision of appropriate resources to support learning, additional support in the classroom from learning support assistants and small group or individual support out of class.
- 7.6 Teachers liaise with the Assessment Leader and other appropriate agencies to review whether current progress is good or whether new strategies are needed, including formal assessment.
- 7.7 The Inclusion Leader works closely with class teachers and learning support assistants to review progress against targets identified on ILPs.
- 7.8 Appropriate records are kept on all children with special needs. Teachers maintain up to date inclusion files in their classrooms.
- 7.9 An up to date SEND register is kept and record of interventions for each child throughout their time in school.
- 7.10 Parents are consulted, supported and given advice about how they can help their child. If beneficial, teachers will arrange additional time to meet with parents and carers outside of normal consultation meetings.
- 7.11 We liaise as appropriate with the school psychologist, speech and occupational therapists, school nurses or doctors, Child and Family Clinic, Health Visitors, Social Workers, Parent partnership officers, Educational welfare Officers and behaviour Support Team.
- 7.12 We expect all children identified with special educational needs to make significant progress in basic literacy and numeracy skills by the time they leave for secondary school.

## **8. CODE OF PRACTICE**

- 8.1 At OGPS, we recognise that children make progress at different stages in the year. We track progress carefully in termly Pupil Progress meetings. If a child is not showing progress, or their progress has slowed the teacher will alert the Inclusion team with initial concerns to initiate interventions in addition to differentiated first quality teaching class work.
- 8.2 After one term, at the next Pupil Progress meeting, progress is reviewed by the Inclusion team, Assessment Leader and Class Teacher.
- 8.3 Where different strategies have been implemented and if a pupil is still not making progress and the school feels that additional help is needed from outside agencies (such as educational psychology service, occupational health etc) an Individual Learning Plan will then be devised with the support of the external specialist. (i.e. the ILP will include targets selected from programmes drawn up by the external support agencies).
- 8.4 Parents are consulted and involved at every stage.
- 8.5 The ILP will set out: -
  - Precise curricular priorities
  - Learning objectives and criteria for success
  - Monitoring and recording arrangements
  - Teaching strategies and techniques
  - Staff involved
  - Size of teaching group
  - Frequency and timing of support
  - Equipment and materials
  - Review Date
- 8.6 Regular reviews will take place of children at this level of SEN support, usually once per term.
- 8.7 The review will focus on:
  - Progress made by the child



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- Effectiveness of the Individual Education Plan, review and update of targets
- Contribution and views of external agencies
- Parents views and contribution made by parents
- Updated information and advice
- Future Action

8.8 The outcomes of the review may be:

- The child continues to need an ILP possibly with new or revised targets.
- The child continues to need external specialist intervention
- The child no longer needs external specialist intervention and is making sufficient progress to revert back to school action
- The child is demonstrating significant cause for concern and an Education, Health and Care plan should be requested.

## **9. EDUCATION, HEALTH AND CARE PLAN (EHCP)**

9.1 At this stage the focus of responsibility shifts to the Local Authority (LA). The school staff will co-operate with the LA and contribute evidence for this assessment.

9.2 The timescale for the issue of an EHCP is approximately 20 weeks. The consultation timeframe for formally consulting with a school for a place for a child is now 15 calendar days. The age range for pupils with an EHCP is 0-25.

9.3 An EHCP looks at the child's needs in education, health and care. Parents' are provided with a keyworker to help them provide their views of the child's needs and their hopes for the future.

9.4 The EHCP is personalised and the provision required identified. The provision specified will be funded after an initial amount and must be provided by the school or relevant outside agencies.

9.5 Once a child has an EHCP, the LA will require an annual review meeting to be convened to consider progress made in the light of the objectives specified in the plan.

## **10. CURRICULUM, TEACHING AND LEARNING**

10.1 OGPS promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.

10.2 Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.

10.3 Faculty leaders provide guidance and examples of good practice for colleagues. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

10.4 We arrange extra-curricular activities and special events to cater for all interests and capabilities represented in school, with respect for religious and cultural differences and parental wishes.

10.5 Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.

10.6 Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

10.7 Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.

10.8 The language and learning needs of multi-lingual pupils are clearly identified and appropriate support identified and used. The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school, for example: multilingual signs, notices and children's writing.



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- 10.9 Displays and resources reflect a multi-ethnic and multi-cultural society.
- 10.10 The school ensures that staff expectations of different race/religious belief groups are no different.
- 10.11 At OGPS, we believe it is important that the children feel proud of their culture, language, language, religion and skin colour, and respect those of their peers.
- 10.12 The books and resources, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light.
- 10.13 Festivals and customs associated with cultures are explained and celebrated and the children’s ethnic backgrounds and interests used wherever possible in our delivery of our curriculum. Parents and children are encouraged to share their cultural experience as part of the curriculum.
- 10.14 Children, families and members of staff know that religious days may be needed in order to celebrate a particular festival/s.

## **11. ASSESSMENT, PUPIL ACHIEVEMENT AND PROGRESS**

- 11.1 AT OGPS, we will recognise and value all forms of achievement and set high expectations to challenge and extend learning to raise standards for all pupils.
- 11.2 Pupils' attainment and progress in individual subjects is monitored by ethnic group, by gender, pupil premium and SEND.
- 11.3 Tracking and data analysis will be based on attainment of pupil groups which is monitored and evaluated to identify trends of under achievement and to develop strategies for improvement.
- 11.4 The school values the achievements and progress of pupils from all ethnic groups.
- 11.5 All pupils have equal access to extra-curricular activities.
- 11.6 Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.
- 11.7 Assessment and tracking data is used to set challenging targets to raise attainment of pupils from minority ethnic groups, SEND pupils and pupil premium.
- 11.8 Assessment is used to inform future learning intentions and strategies.
- 11.9 Assessment procedures will be explained, as appropriate to pupils and families who are new to the education system in this country.
- 11.10 For more details on assessment and pupil achievement please refer to the school’s Assessment Policy.

## **12. ROLES & RESPONSIBILITIES**

- 12.1 This policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting Equality, Inclusion, Community Cohesion and raising the achievement of all pupils is the responsibility of the whole school staff, including support staff.
- 12.2 The Governing Body will:
- Be committed to and seek to ensure equality and inclusion for all in the school.
  - Continue to do all it can to ensure that all members of the school community are treated fairly and with equality and that no one is discriminated against whilst in our school on account of their gender, race or level of religious observance.
  - Ensure that the school complies with all relevant legislation for equality and diversity.
  - Receive progress reports from the Head teacher and other school staff on a termly basis, as part of the Head teacher's report to governors and ensure that funding is spent appropriately.



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- Name one member of the governing body who will have responsibility for monitoring this policy.
- Governors appointed to this role will attend appropriate training to ensure that they are up to date with any relevant legislation.

#### 12.3 The Head teacher will:

- It is the Headteacher's role to implement the school's Equalities and Inclusion Policy and is supported by the governing body in so doing.
- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- Ensure that the school complies with all relevant legislation for Race Equality and Diversity.
- Monitor the impact of the policy and report outcomes to the governing body on a half termly basis.
- Return statistical information to the LA.
- Treat all incidents of unfair treatment and any racist incidents with due seriousness.

#### 12.4 The Senior Leadership Team will:

- Discuss individual children's needs and review progress at half termly meetings with class teachers
- Track progress of children identified with SEND.
- Monitor differentiation within teachers' plans.
- Monitor ILPs.
- Monitor results on National tests.
- Take part in pupil progress meetings and discontinue children appropriately from the SEND register.

#### 12.5 The Inclusion Leader and the SENDCo will:

- Be involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.
- Promote a partnership with parents.
- Support in the drawing up and monitoring of targets.
- Liaise with Health, Social Services and Educational Welfare Services.
- Seek advice from external agencies.
- Maintain the SEND register, effective organisation of ILPs, reports and other documentation.
- Evaluate the impact of interventions.
- Provide small group support for specific children in reading, writing and maths, spelling, memory skills, social skills and speech and language.

#### 12.6 All teachers will:

- Familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.
- Ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.



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- Administrative, ancillary, supervisory and support staff are treated fairly, equally and with respect. We do not discriminate against any person.
- All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

### **13. PUPIL ADMISSION AND ATTENDANCE**

- 13.1 Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- 13.2 Information about pupils' ethnicity, first language, religion, physical needs, special observances and diet etc., is recorded when pupils are admitted.
- 13.3 The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.
- 13.4 The school and families will be aware of their rights and responsibilities in relation to pupil attendance with absence being followed up appropriately.

### **14. COMMUNITY COHESION**

- 14.1 We believe that our school has a key part to play in promoting Community Cohesion through our approach to:
- Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity.
  - Equity and excellence: removing barriers to access and participation, offering equal opportunities to all pupils to succeed at the highest level possible.
  - Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different backgrounds by forging links with different schools and communities.
- 14.2 Parents are welcome and respected in school.
- 14.3 The school will provide arrangements and opportunities to work in partnership with parents and the community to promote and foster positive attitudes towards diversity and to address specific issues.
- 14.4 Parents will be actively encouraged to participate at all levels in the full life of the school. We will encourage the involvement and participation of under-represented groups of parents and sections of the community.
- 14.5 Minority ethnic parents will be encouraged and will be equally representative in activities such as:
- Representation on the governing body.
  - Assistance in classrooms and on outings.
  - Attendance at parents' evenings and review meetings. Information and material for parents will be easily accessible in reader-friendly language.
- 14.6 The school will make provision for formats other than English where possible.

### **15. BEHAVIOUR, DISCIPLINE AND EXCLUSIONS**

- 15.1 Social inclusion will be the responsibility of every member of staff in the school, with high standards and expectations for all, to enhance the educational experience of every pupil.
- 15.2 All staff will operate consistent systems in accordance with the school behaviour policy.
- 15.3 The school will expect high standards of behaviour from all pupils with fair school procedures for behaviour management, which are equally applied to all, whilst recognising that cultural background may affect pupil behaviour.



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- 15.4 The school will have early intervention strategies, particularly for those who may be at risk of disaffection.
- 15.5 Pupils who experience difficulties in managing their behaviour will be offered support, usually through an ILP to meet their needs.
- 15.6 Sanctions will be applied fairly in accordance with the borough guidelines with exclusion only to be used as a last resort or when no other alternatives are available.
- 15.7 Language and behaviours that are racist, sexist, homophobic or potentially damaging to minority groups will not be tolerated.
- 15.8 For more details on behaviour and discipline please refer to the school Behaviour and Anti-Bullying Policy.