

**MANOR ROAD PRIMARY SCHOOL**



# **INCLUSION POLICY**

**December 2020**





## **Manor Road Primary School Inclusion Policy**

### **Rationale**

At Manor Road Primary School we are committed to meeting the needs of all pupils, ensuring that they make progress in line with our Aims:

‘To ensure our school is a nurturing and happy family where everyone is valued for their individuality within a safe and secure environment.’

We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and 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 our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

Manor Road Primary School believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils’ achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child’s right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils. These policies include:

- Special Education Needs and Disabilities Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Single Equalities Policy
- Able, Gifted and Talented Policy.

The policy has been developed in response to national and local authority initiatives which support inclusive learning.

The policy will be reviewed by the Headteacher and the Governing Body as required.

We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to those pupils who:

- Have learning, physical, communication, sensory and/or medical needs;
- Are able, gifted or talented;
- Have or experience behavioural, emotional and social needs;

But it also applies to those pupils who:

- Reflect social and cultural diversity;
- Have attendance difficulties;
- Experience significant ill health;
- Have relatives to care for;
- Use English as an additional language;
- Have arrived recently in this country or may be refugees or asylum seekers;
- Have a mobile life style as travellers;
- Are 'looked after' children;
- Live in poverty or who may be homeless;
- Bully or who are victims of bullying;
- Are bereaved;
- Are traumatised.

## **Aims**

Manor Road School aims to:

- Help pupils develop their personalities, skills and abilities;
- Provide appropriate teaching which makes learning challenging, enjoyable and successful;
- Provide equality of educational opportunity;
- Engender a culture of tolerance and acceptance of all, developing mutual respect where all are valued.

## **Objectives**

Manor Road School will:

- Ensure implementation of government and LA inclusion recommendations;
- Ensure the school's Inclusion Policy is implemented consistently by all staff;
- Ensure any discrimination or prejudice is eradicated;
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- Identify particular talents and strengths pupils may have and where appropriate provide opportunities to develop these further;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise, value and celebrate pupils' achievements, however small;
- Work in partnership with parents/carers in supporting their child's education;
- Guide and support all staff, governors and parents in inclusion issues.

## **Defining Inclusion**

At Manor Road School, we have defined inclusion as "a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community."

## **Co-ordinating Inclusion**

Karen Marshall is the Inclusion Manager. Her role is to:

- Work positively with all members of the school community to promote inclusion;
- Induct new staff in the school's commitment to inclusion;
- Monitor and assess inclusive provision by helping the school establish indicators to judge its effectiveness in relation to inclusion;
- Monitor the inclusion policy and report annually to the governing body on its effectiveness;
- Report annually on the efficient and effective use of resources for pupils at SEND Support and those with Education, Health & Care Plans (EHCPs)
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- Purchase appropriate resources;
- Work with key staff such as Subject Leaders and Class Teachers. to monitor pupil progress;
- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEND;
- Liaise with parents;
- Co-ordinate cross-phase/ cross school transition;
- Co-ordinate external specialist provision.

The Inclusion Manager is responsible for keeping the Governors regularly informed about inclusive provision in the school.

Teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

## **6. Inclusive Provision**

Manor Road School offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available throughout the school. This is provided by teaching assistants. This additional support is targeted at individual pupils and small groups of pupils. Access to learning is enhanced through technology including laptops and iPads.

## **7. Promoting an Inclusive Curriculum**

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupil's learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).

For pupils whose attainments fall significantly below or is significantly above the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to responding to pupils' diverse needs by:

- Creating effective learning environments;
- Securing their motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning.

Our teachers take specific action to provide access to learning for pupils with special education needs by:

- Providing for pupils who need help with communication, language and literacy;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning and in physical and practical activities;
- Helping pupils to manage their behaviour, to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **8. External Support**

Specialist teachers from a range of outside agencies provide intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress.

## **9. Resource Allocation**

The Inclusion Manager/SENCO organises and plans the amount of additional in-class and external specialist support required for pupils at SEND Support and with an EHCP. The pupils at SEND Support are covered from within the school's existing budget, and receive in-class support from teaching assistants and/or direct small group teaching from the SENCO.

The Inclusion Manager reports annually on the efficient and effective use of resources for pupils at School Action, School Action Plus and those with statements of SEN.

## **10. Assessment Procedures**

We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school embraces inclusion by using a consistent nationally recognised assessment system, which relates to the Foundation Stage, the P Scales for pupils with learning difficulties and the National Curriculum levels of attainment. Assessment for Learning guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's Assessment, Recording & Reporting Policy.

Underachievement and overachievement is identified as early as possible by clear assessment of pupils compared to prior attainment using EYFSP and Statutory and Non-statutory SATs tests. Pupils are set individual challenging targets which address their own personal needs. Pupil progress is monitored and reviewed at least termly.

Pupil progress is systematically checked in order to:

- Check the progress individual pupils make against their targets;
- Verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or schemes of work, or low attendance rates;
- Provide a cross-check with teachers and teaching assistants regarding the pupils who are underachieving in relation to their prior attainment;
- Monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, EAL, different ethnic groups, boys and girls, SEMH, SEN, gifted and talented, traveller children, looked after children, etc.
- Identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage or subject area;

- Collect, monitor and analyse fixed-term and permanent exclusions and take appropriate action to prevent re-occurrence;
- Check the progress of pupils at SEND Support and those with an EHCP to inform the SEND register and to ensure that the pupils' needs are being met;
- Show 'value added' in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- Compare the school's performance with other similar schools in the LA via the Lancashire School Information Profile (LSIP), with their statistical neighbours and with national performance data.

In addition to the culture of support and praise which underpins the school ethos, the reward system of Dojo Points, House Points and Merits of Achievement contribute to raising pupils' self-esteem and motivation.

### **11. Disapplication and Modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

However, 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 and the Local Education Authority and taking account of the most recent DfE guidance. The school's governor with responsibility for special educational needs would also be 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.

### **12. Professional Development**

The Headteacher oversees the professional development of all teaching staff and teaching assistants. Staff skills related to SEND, behaviour and pupil emotional well-being are reviewed to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

### **13. Working with parents**

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCO/Inclusion Manager if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their children's progress. The home-school agreement outlines how parents can support their child's learning at home.

### **14. Evaluating the Inclusion Policy**

The Inclusion Policy is reviewed regularly at the end of the academic year. Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met;
- How effective the inclusion provision has been in relation to the resources allocated;
- The attainment, achievements and progress of different groups of pupils, including reference to the ASP, LSIP and value-added data;
- Listening and responding to the views of pupils;
- Comments from parents;
- The school's own self-evaluation of the inclusion of pupils with SEND and behaviour difficulties using the LA School Self Evaluation Toolkit for SEND and Behaviour.

In light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- A stable and experienced teaching team working in collaboration with teaching assistants;
- Strong support from parents, carers and governors;
- Careful and systematic use of resources;
- Thorough monitoring, evaluation and assessment of progress;
- A calm and consistent school climate that promotes good, positive social relationships;
- High expectations of all pupils;
- That pupils' views are valued, and the pupils' voices are listened to;
- Clear and consistent whole-school policies, with emphasis on early intervention;
- Recognition and respect for diversity;
- Appropriate, effective communication systems;
- Regular inter-school collaboration;
- The school is a community resource for learning and leisure activities for ALL.

Policy written by Karen Marshall  
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 Policy to be reviewed: As required