



INCLUSION POLICY

HEAD TEACHER: Judy Kerton

LINK GOVERNOR: Tracy Malone

INCLUSION MANAGER: Kate Milnes

INTRODUCTION

“Inclusion is not a strategy to help people fit into systems and structures which exist in our society; it is about transforming those systems and structures to make it better for everyone.”

At Moston Lane successful inclusion should result in every pupil:

- feeling safe, confident and happy at school
- making the best progress and enjoying their time at school
- having a belief in themselves as a learner
- feels like a valued member of the school community

Moston Lane Primary school endeavours to achieve maximum inclusion of all pupils, including vulnerable pupils, whilst meeting their individual needs. Teachers ensure that learning opportunities are differentiated and they provide resources that are appropriate to the pupil's interests and abilities. This ensures that all child have full access to the schools curriculum.

AIMS AND OBJECTIVES

The aims of the inclusion policy at Moston lane are:-

- to provide curriculum access for all (SEND, EAL, HA)
- to ensure a high level of achievement for all
- to meet individual needs through a wide range of provision
- to ensure that parents and carers feel included in their child's education
- to carefully map the provision for all vulnerable learners
- to ensure a high level of staff expertise to meet pupil need through well targeted professional development
- to work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

PROMOTING AND SUPPORTING INCLUSION

All staff at Moston Lane have a responsibility for maximising achievement and opportunities for vulnerable pupils. Specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

❖ Head teacher and Governing Body

The responsibility for making Moston Lane a truly inclusive school lies with the head teacher, senior leaders and the governing body of the school. They will do this through:

- ensuring the curriculum is personalised to match the needs of the pupils
- monitoring and evaluating the success of the policy
- reviewing the policy and reporting to parents annually

❖ Inclusion Manager

Moston Lane has an Inclusion Manager who takes a leading role in co-ordinating support and provision. In partnership with other senior leaders and the Head Teacher, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

❖ Class Teachers

Class teachers are responsible for:

- regularly assessing all pupils in order to identify the progress of all vulnerable pupils
- making provision, through well-planned and differentiated curriculum that is designed for all pupils to reach their potential
- making regular meetings with the inclusion manager, head teacher and subject leaders to confirm and support decisions on identification
- taking the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class.
- writing ILPs and SEND support plans in collaboration with the inclusion manager and parents
- teaching pupils alongside their class mates in their class base and taking a lead role in managing and creating the classroom environment
- supporting transition from one class to another; ensuring the next class teacher has all relevant information

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

Special Educational Needs

A child or young person has a special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.

A child or young person does not have a learning difficulty or disability solely because the language in which he or she is or will be taught is different from a language which is or has been spoken at home.’ **(Child and Families Act 2014 s20)**

Disabilities

A child or young person has a disability if:

- they have a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on the pupils ability to carry out normal day-to-day activities **(Equality Act 2010 s6)**

Identification

The SEN Code of Practice (2014) describes a ‘graduated response’ to identifying and removing barriers to learning in order to put effective special educational provision in place. At Moston Lane the graduated follows these steps:

- **Assess:** the school will assess the full needs of the child through on-going teacher assessment, consultation meetings with parents and any reports from outside professionals. The full assessment will inform what interventions are best suited for the needs of the pupil. As this point the Inclusion Manager will have observed the pupil in class and an initial parent meeting will have been held.
- **Plan:** an appropriate intervention will be identified by the inclusion manager, class teacher and parent. The intervention will have clear targets and measure progress.
- **Do:** the class teacher will retail responsibility for the pupils’ overall progress but there may be some interventions that take place both in and outside the classroom.
- **Review:** The progress the pupil makes within any intervention will be reviewed at the end of an agreed time. Then the Inclusion Manager, class teacher and parents will plan the most appropriate next step.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff **(Code of Practice, S6 2015)**.

Levels of Support for Pupils at Moston Lane

At Moston Lane there are three levels of support:

Wave One – Universal Provision

- The class teacher will deliver quality first teaching for all pupils.
- Lessons will be well planned and differentiated so that pupils make good or better progress.
- Progress will be formally and informally measured every half-term.

Wave Two – Targeted Support

- Small group intervention for pupils who may be expected to catch up with their peers as a result of the intervention.
- If the pupil has not made the required progress then the appropriate referral to outside professional support will be made.
- An Individual Support Plan or SEND support plan will be written in conjunction with parents, class teacher and SENCO.

Wave Three – Specialist Support

- Specific targeted interventions for individuals. These pupils may have specific needs that require the support from outside professionals.
- Pupils may have an Education, Health and Care plan and consequently have 1:1 support from an additional adult.
- Pupils will have an SEND support plan.

At Moston Lane if a pupil has not made expected progress, despite appropriate intervention, the school can apply to the Local Authority for additional funding. An Education Health and Care plan will be issued if it is found that a pupil has significant and lifelong difficulties. This will be reviewed every year to ensure it stays relevant to the needs of the pupil.

Access Arrangements

At Moston Lane a small number of children may require additional arrangements to enable them to take part in assessments. The adjustments must be based primarily on normal classroom practice for pupils, they must not provide an unfair advantage. The support given must not change the question and the pupil's answer must be their own.

At Moston Lane we will allow the pupil:

- additional time to complete the test
- to use a scribe if he or she is unable to write or finds writing very difficult or uncomfortable
- access a reader in maths
- make a transcription of their writing if it is difficult to read

The support given in formal assessments should be based on the support routinely given in the classroom.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Definition

The term EAL is used to refer to pupils who do not have English at their 'home' language. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the curriculum and achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years but pupils may need language support if they are going to reach their full potential. The school's main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and adults.

Identification and Assessment

- All new families have a formal meeting with the Headteacher. A questionnaire is completed which establishes the families 'home' language.
- All EAL pupils will be assessed on their basic skills to ascertain their abilities both verbally and non-verbally.
- All EAL pupils will also be assessed on their 'proficiency' in English. This will be recorded annually on the census under the following codes:
 - a. **New to English** (Code A): The pupil will use their first language for learning and other purposes. The pupil may remain mostly silent in the classroom but may be copying/ repeating some words or phrases. The pupil may understand everyday expressions in English but will need a considerable amount of EAL support.
 - b. **Early acquisition** (Code B): The pupil may follow day to day social communication in English to participate in learning activities. The pupil is beginning to use spoken English for social purposes. The pupil may have developed some skills in reading and writing but still needs a significant amount of support to access the curriculum.
 - c. **Developing competence** (Code C): The pupil participates in learning activities with increasing independence. They are able to express themselves orally in English, but structural inaccuracies are still apparent. Their literacy skills, particularly understanding text and writing will require ongoing support. The pupil will require ongoing EAL support to access the curriculum fully.
 - d. **Competent** (Code D): The pupil's oral language will be developing well, enabling successful engagement in activities across the curriculum. The pupil will be able to read and understand a wide variety of texts but the written English may lack complexity and contain occasional evidence of errors in the structure. The pupil will require occasional EAL support to access complex curriculum material and tasks.
 - e. **Fluent** (Code E): The pupil can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates with EAL support across the curriculum.

Provision

- Once pupils have been assessed they will be provided with a plan based on their needs. If a language intervention is needed the pupils will access 'Race to English'.

- Visual supports should be used in the classroom to help understanding (i.e. visual timetable) and visual supports should also be used within lessons to help pupils understand instructions.
- If a pupil is fluent in English they will have the opportunity to join the interpreter team. The pupils will be asked to support new pupils and where appropriate talk to parents.
- Teachers will develop the language skills of EAL pupils by using cooperative learning strategies.

Identification of a Special Educational Need

At Moston Lane when trying to identify whether a pupil with EAL also has SEN, there are two issues we try to guard against:

1. diagnosing a learning difficulty that does not exist or
2. overlooking a learning difficulty

To ensure that correct identification takes place staff at Moston Lane will complete basic checks so that an informed decision can be made. The same indicators will apply to concerns raised about the slower progress of any pupil. However, for EAL pupils you also need to take into account the typical features of learning displayed by EAL learners.

For all pupils with suspected SEN the following evidence will be compiled:

- a hearing, vision and language processing check to eliminate a medical issue
- the family will be consulted about any previous history that may have affected the pupil
- the inclusion manager, educational psychologist or speech and language therapist will gather evidence of the pupils proficiency in speaking, listening, reading and writing in their own language and in English
- how long the pupil has been in the UK
- how often the pupil makes extended stays in their country of origin
- the amount of formal education the pupil has received and
- any relevant information about the move to the UK, including the pupil's feelings about their new educational environment.

Once collated the teacher, Inclusion Manager and any outside agencies will evaluate the evidence and make an informed decision regarding any special educational needs.

HIGH ATTAINING PUPILS

Definitions

Able learners: are defined as those who have abilities in one or more subjects in the statutory school curriculum. They must have the capacity for, or demonstrate, high levels of performance in an academic area.

Gifted learners: are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

Talented learners: are defined as those who demonstrate high levels of achievement with a specific ability in a non-academic area (art, music or the performing arts).

Identification and Assessment

- The identification process is ongoing and pupil profiles begin when the child joins our nursery or school. Each child's Foundation Stage Profile gives details of their achievements and interests in particular areas. At the end of the reception year, the Foundation Stage Profile is completed, giving information about their developing skills and aptitudes across several areas of learning.
- Discussions with parents and careers enable us to add further details to these records.
- As the children progress through the school, we assess them regularly to ensure that they are making the progress expected.
- Subject co-ordinators identify able, gifted and talented pupils in their subject. The PE, music, art, drama and music teachers all contribute to identifying pupils in their subject area.
- The children undertake national tests in Year 2 and Year 6. Additionally, children are monitored every half term using the assertive mentoring program.
- Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.
- Regular pupil progress meetings with the Inclusion Manager discussing provision and progress

Provision

- Teachers at Moston Lane School plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
 - a common activity that allows children to respond at their own level;
 - an extension activity within a common theme that reflects a greater depth of understanding and higher level of attainment
 - the opportunity for children to progress through their work at tier own rate of learning, which may mean accessing a higher class when enrichment and extension are not meeting the pupil's needs.
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes.
- Moston Lane offers a range of extra-curricular activities for our children. These activities offer able, gifted and talented pupils the opportunity to further extend their learning i.e. sport, art clubs, drama, reading and ICT clubs.
- Talented pupils have the opportunity to complete in many inter-school sporting events. Achievements, both in and outside school, are rewarded in assemblies and newsletters.

EQUAL OPPORTUNITIES

At Moston Lane we are sensitive to pupils and staff being individuals. We are aware that we can promote inclusive education and that educational outcomes may be influenced by factors outside the schools control such as a person's gender, social, cultural or economic background, ability and special needs. Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all curriculum areas: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

Race/ Culture

To ensure that we are working towards inclusive education at Moston Lane the school:

- ensures that literature and other resources are free from culture or race bias and negative stereotyping
- provides a large range of activities which are equally accessible to children from different cultures
- provides learning experiences that promote the positive aspects of other cultures
- looks to areas of school life to offer a balance of culture/race content e.g. content of assemblies and the teaching of RE
- provides role models that enhance the positive contribution from other cultures/race/religions through such resources as visitors, TV and video programmes, corridor displays and literature provision
- is sensitive to the child's cultural diversity whilst at the same time making all children aware of the reasons for this diversity, e.g. name pronunciation, religious observance (fasting) and dress requirements
- provide opportunities for children to experience some aspects of the way of life of other cultures e.g. food tasting, dancing
- ensures that there is no race or cultural bias in the way we respond to children
- combats racism in a positive way

Gender

At Moston Lane we:

- try to offer examples of role models of different genders, including transgender children, which allow for a diversity of ambition and resist traditional stereotyping through the use of resources and displays
- treat all children, including transgender children, equally by giving them equal opportunities in teaching and extracurricular activities
- ensure that all children, including transgender children, are asked questions, given responsibilities and are involved in lessons equally
- challenge gender stereotypes when they are encountered in daily life or within books, stories, role play and other situations
- try to resist making assumptions about children's behaviour and the responses we make which are based on gender stereotyping e.g. boys don't cry
- encourage boys and girls to participate in activities which, for a variety of cultural and historical reasons, have been perceived as 'boys play' (e.g. football/ construction) or 'girls play' (e.g. netball, dressing up, singing, cooking)

- analyse test data annually to ensure any potential gender issues are identified

PARENTAL INVOLVEMENT

At Moston Lane, staff work in close partnership with parents and carers and acknowledge their vital role as educators. There is regular contact between staff and parents, not only at formal parents' evenings but also on other occasions.

Parents are involved in developing their child's SEND/ ILP plans and are encouraged to discuss their concerns about their education with the class teacher, Inclusion Manager and head teacher.

Staff will respond positively to any concerns about pupil progress and will keep parents informed of their child's progress.

MONITORING AND REVIEW

- The Head Teacher and Inclusion Manager will monitor the effectiveness of the Inclusion Policy on a regular basis
- The Head Teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.
- Monitoring includes feedback from parents and children, as well as classroom observations and scrutiny of children's work.
- Work samples are used to demonstrate standards and progress.

RECORD KEEPING

The Inclusion Manager ensures that all personal information is kept securely in line with the Data Protection Policy. Personal information is:

- kept in a locked filing cabinet
- encrypted or password protected on a local hard drive and on a network drive that is regularly backed up

CONCLUSION

Moston Lane Community Primary School aims to provide a safe space for all pupils, staff and guests; a place where people can feel comfortable, without fear of limitation, intimidation, harassment or discrimination. All staff, pupils and school community shall have equal access to the services and facilities of the school, irrespective of their colour, creed, ethnic or national origin, socioeconomic situation, disability, age, sex, marital status or sexuality. Every pupil should leave this school to go onto the next phase of their education or life with dignity and having found success and achievement.

Policy drafted by: Kate Milnes (Inclusion Manager)