

Hockley Primary School

INCLUSION POLICY

Mission Statement:

Aim High...
Mighty oaks from little acorns grow
Working happily together inspiring a desire to learn.

Rationale

At Hockley Primary School we believe every child has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides. We are committed to giving all of our children every opportunity to achieve the highest of standards, including those with diverse needs.

We offer a broad, balanced and flexible academic and social curriculum, which is accessible and ensures that all our pupils are fully included in all aspects of school life. We have the highest expectations of all children. We plan our curriculum to extend our children's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of human beings and world in which we live. We believe that this inclusive curriculum is an effective way to combat all forms of discrimination.

Contextual Detail

Hockley Primary School has just over 320 pupils, the majority living within catchment, but some from out of catchment. There is a mix of home owned and private social housing. The very large majority of pupils are White British with a very small minority identified as EAL pupils.

Aims

All staff have a responsibility to promote inclusion and equality of opportunity in the following ways:

- To continue to raise staff awareness of inclusion and relevant equal opportunities legislation via staff development.
- To maximise the learning potential of all pupils both academically and socially.
- To promote self-esteem, self-discipline and positive relationships. To recognise and celebrate progress and achievement.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To remove the barriers to learning and participation that can hinder or exclude

individual pupils or groups of pupils and to include pupils in all aspects of school life regardless of need.

- To ensure a nurturing environment so that children feel safe, secure and able to achieve their best.
- To provide a range of teaching styles to accommodate the different learning styles of all children and to ensure that resources are matched to individual needs.
- To equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community and to celebrate the progress and achievements that all members of the community make.
- To involve pupils and parents in planning and any decision making that affects them and their family and to work together with all partners in the education of the child.

Objectives

Educational inclusion is about equal opportunities, for all children whatever their age, gender, ethnicity, attainment or background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within a school. We pay particular attention to the provision for and the achievement of a range of learners:-

- Children receiving free school meals (FSM) or having had FSM in the past (Pupil Premium Pupils)
- Adopted children (Pupil Premium Plus Pupils)
- Minority ethnic and faith group,
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an Additional Language (EAL)
- Children with Special Educational Needs and Disability (SEND)
- Children in care (CIC) of the Local Authority
- Other vulnerable groups e.g. young carers
- More Able and Gifted children
- Any children who are at risk of exclusion
- Gender

Identification and Monitoring

We value the importance of effective induction procedures, meeting with pre-schools, parents meetings and reviewing previous records. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to 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.

Once in school the progress of all children is monitored on a week by week basis, through a range of formative assessment strategies.

Each term, formal summative assessments are made. Any children presenting areas of need will be identified by the class teacher or other member of staff, for example a Learning Support Assistant (LSA).

Area of concern are discussed with the SENCo, SLT and class teachers during pupil progress meetings or individual SENCo led meetings whereby relevant interventions are agreed and then

shared with parents. Interventions are monitored closely on a term by term basis to ensure impact.

Any child needing further support either academically, socially or developmentally will be referred to the schools external links, for example, school nurse, family support worker, social care etc.

At Hockley Primary School we are proud of our high expectations we have for all our children. Pupil progress is analysed and tracked throughout the child's time in school. The data is closely monitored by the assessment coordinator. Vulnerable groups are individually assessed and their progress is compared and monitored against the overall cohort. Gaps are identified and strategies and interventions put in place to close these gaps. Year groups are compared against previous years to ensure that expectations remain high for all pupils. Registers of vulnerable groups are kept and monitored termly.

Teaching and Learning

The National Curriculum (2014) is our starting point for planning and delivering a curriculum that meets the specific needs of all our pupils as individuals and groups.

We meet these needs through:

- Setting suitable learning challenges
- Funding for PP and PP+ is used to provide teaching resources, and group or 1-2 support to ensure the gaps pupils have are reduced.
- Using a cross curricular, thematic approach to ensure a relevant and interesting curriculum.
- Paying attention to key aspects of learning and different learning styles.
- Using assessment for learning to give children ownership of their learning and to enable them to understand their next steps in learning.
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils,
- Ensuing inclusion in all classes and requesting support where necessary from health/specialist teachers/behaviour support, to achieve this.
- Ensuring resources and displays portray positive images of people from all groups and cultures.
- Issues of equality and inclusion are addressed through all areas of the curriculum.
- Ensuring smooth transition from different key stages and making the necessary and appropriate transition arrangements and links to meet the needs of all pupils. Liaising with staff from pre and secondary schools.

Assessment and Reporting.

At Hockley Primary School we are proud of the high expectations we have for all our children. Pupil progress is assessed and analysed throughout the child's time in school. The data is closely monitored by the assessment coordinator.

We ensure that:

- A register of vulnerable groups is kept and monitored termly.
- Vulnerable groups are individually assessed and their progress is compared to the overall cohort. Gaps are identified and strategies and interventions put in place to close these gaps.
- Year groups are compared against previous years to ensure that expectations remain high for all pupils.
- Parents and carers are kept fully informed of their child's progress and of any interventions they are receiving.

Governors.

A lead governor is responsible for monitoring inclusion and meets with the SENCo and Inclusion manager on a regular basis. A report of each meeting is made and presented to the full governing body.

Other relevant Policies.

This policy should be read in conjunction with the following documents:

SEND policy

Pupil Premium Grant Policy

Send School Information Report

Equal opportunities policy

Race equality policy

Disability equality policy

Disability policy

Anti bullying policy

Teaching and Learning policy

SDP

Review Procedure

This policy will be reviewed within the normal cycle of policies unless amendments need making in line with changes to legal requirements.

Reviewed October 2017