

2017

Inclusion Policy



*"A welcoming community,
growing and learning together"*

Carole Ives

Summer Term 2017

To be reviewed:

Summer Term 2019

West Acton Primary School

Inclusion Policy 2017

1. Inclusion Introduction

At West Acton Primary School all our children are important, and the expectation is that all children regardless of ethnicity, gender, race or ability will be able to access the curriculum to ensure they make progress and fulfil their potential.

2. Definition

We recognise and support the needs of all children in our school. Inclusion encompasses children with Special Educational Needs (SEN), children with English as an Additional Language (EAL) and children who are Gifted and Talented (G&T).

2.1 SEN - education provision which is additional to or otherwise different from the educational provision generally made for children within our school.

2.2 EAL - pupils with EAL or those for whom the predominant language of choice at home (mother tongue) is other than English.

2.3 G & T - '*gifted*' pupils refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects; '*talented*' pupils refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, music, visual arts and or performing arts, but who does not necessarily perform at a high level across all areas of learning. Appropriate children within each year group will be identified as gifted and talented, regardless of the general ability of the group.

We are using the term '*highly able*' to describe this group of pupils.

2.4 While we recognise and cater for the above children in our school, we also respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

3. Aims and objectives

3.1 West Acton Primary School is inclusive because of the education we provide for all children within our school:

- girls
- boys
- the highest and lowest attainers
- those with protected characteristics including minority ethnic and faith groups, by celebrating customs and festivals
- interventions to support children who learn English as an additional language, including

- Travellers and asylum seekers
- interventions and staff to support disabled pupils, and those with special educational needs
- those receiving alternative provision
- children with mainly emotional, social and behavioural development needs are supported by the Pupil and Family worker
- G&T children supported through quality first teaching, and additional opportunities to extend their learning
- pupils for whom the pupil premium provides support including
 - looked after children
 - pupils known to be eligible for free school meals
 - children of services families
- working with external agencies to support individuals who are at risk of disaffection or exclusion

3.2 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 by:

- encouraging children to think and work independently by setting suitable challenges so that children can build on prior learning.
- responding to children's diverse learning needs through liaising with external agencies, e.g. The Primary Behaviour team, Speech and Language Therapists.
- using assessment data, teacher feedback, parent comments and other staff expertise to target individual needs and identify potential barriers to learning.
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, including after school clubs.
(This includes speech and language therapy and mobility training.)

4. Identification of children with SEN, EAL and Gifted and Talented children

We compare the information with a range of national and LA data, in order to ensure that each child is making appropriate progress. Each child's school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

4.1

Children with SEN are those who:

- may not be making age expected progress and may require additional support to aid their learning.
- have barriers to learning that call for special provision to be made. All children may have special needs at some time in their lives.
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2

Gifted and Talented children could be those who:

- demonstrate relatively high levels of fluency and originality in their conversation
- use research skills more effectively to synthesise information
- enjoy reading, and respond to a range of texts at a more advanced level
- use a wider vocabulary, and enjoy working with words
- see issues from a broader range of perspectives
- use more-advanced skills when engaged in discussion
- explore a broader range of strategies for solving a problem
- are more curious when working with numbers and investigating problems
- see solutions more quickly, without needing to try all the options
- look beyond the question in order to hypothesise and explain
- work more flexibly, and establish their own strategies
- enjoy manipulating numbers
- are working above age related expectations and their peers

4.3

Children with English as an addition language are those for whom:

- the predominant language of choice at home (mother tongue) is other than English.
- children with EAL undergo entry level assessment within the first half-term of joining our school.
- children who are identified as being in an English speaking country less than two years and are new to English are supported through interventions.
- advanced bilingual learners receive support through first quality teaching which develops language acquisition.
- through teaching using a variety of language structures teachers ensure that children with EAL understand how spoken and written English have different uses for different purposes.

5. Teaching and Learning Styles

5.1 Teachers plan to meet the learning needs of all our children, giving them the opportunity to show what they know, understand and can do, by utilising a range of strategies e.g.

- differentiated planning
- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- the opportunity for children to progress through their work at their own rate of learning.

5.2 Learning is also enriched through weekly homework activities and half termly projects.

5.3 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

5.4 We offer a range of extra-curricular activities for all children. These provide opportunities to further extend their learning, well being and skills through a range of activities, e.g. sport, drama and musical clubs.

6. Management strategies

6.1 The SEN, EAL and G&T co-ordinator work collaboratively together to coordinate the provision and practice within the school for identified children with additional needs. This includes:

- creating a provision map which identifies the interventions gifted and talented children, children with EAL and children with SEN receive and keeping it up to date
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas
- regularly reviewing the provision for the above children
- monitoring their progress through regular discussions with teachers
- supporting staff in the identification of these children
- providing advice and support to staff on teaching and learning strategies
- liaising with parents, governors and LA officers on related issues

7. Monitoring and review

7.1 This policy is monitored by the governing body, and will be reviewed as necessary.

This policy should be read in conjunction with the following school policies; SEN, Pupil Premium, Behaviour and Child Protection.

Current Co-ordinators

Kate Livingstone
G&T Co-ordinator

Keryn Standring
EAL Co-ordinator

Carole Ives
Assistant Head Inclusion/SENCO

Date: Reviewed June 2017