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Committee	Pupil Achievement	Version Number	2.0

Inclusion Policy English Martyrs Catholic Primary School

“Working together to provide the very best in Catholic Education”

“There is a variety of gifts but the same Spirit gives them. There are different ways of serving but the same Lord is served. There are different abilities to perform service, but the same God who gives ability to all for their particular service. The Spirit’s presence is shown in some way in each person for the good of all.” 1 Corinthians 12: 4 - 7

English Martyrs Vision for Inclusion

As a Catholic school, the staff and governors of English Martyrs recognise that each child is made in the image and likeness of God. We are all equal before God, but He has made each one of us in a special and unique way. Subsequently we are all given different talents and abilities.

With this spirit in mind, the school strives to ensure that all children are treated equally and included fully in every aspect of school life. It is our aim to provide the highest quality of education for all of our pupils, whatever their background, ability or need. English Martyrs fully supports the government’s aims expressed in the Children and Families Act 2014. We therefore aspire to ensuring that every child has the chance to fulfil their potential by being challenged and stretched and encouraged to achieve their potential in every circumstance.

Parents are informed about our inclusive practice and procedures through the Special Educational Needs (SEN) Information Report available on the school’s website.

This policy highlights how the school undertakes this aim with regard to educational provision for children with:

- Special Educational Needs and/or Disabilities (SEND)
- Able, Gifted and Talented (AGT)
- English as an Additional Language (EAL)

Aims of this Policy

It is our aim that every child:

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- is fully involved in school life and given equal opportunity to develop their knowledge, skills and understanding, regardless of race, sex, religious beliefs, special educational needs, disabilities, learning style or any other factor that may affect their attainment or ability to feel included
- is a successful learner at a pace appropriate to their abilities and development (this includes those who display some form of giftedness and may require a faster pace of learning than their peers)
- is valued as a unique individual; we believe that all our children are equally important, as are their achievements, experiences, interests and well-being
- has access to a broad, balanced and challenging academic and social curriculum. It is our responsibility to provide appropriate educational experiences, remove barriers to learning, and to develop and celebrate the achievements of all our pupils
- has their strengths recognised and valued and their weaknesses supported, whether these be social, behavioural, physical, medical, emotional or academic
- and every adult accepts differences in others and works together to promote individual and group success and achievement

This Inclusion Policy should be read alongside other school policies.

Our objectives are to:

- ensure implementation of government and LA inclusion recommendations
- ensure that the school's inclusion policy is implemented consistently by all staff
- ensure that any discrimination or prejudice is eradicated
- identify barriers to learning and participation, and provide appropriately to meet a diversity of needs
- 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 the child's education
- design the cultures, policies and practices in schools so that they respond to the diversity of pupils in the locality

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- develop our understanding that pupils are resources to support learning rather than as problems to be overcome
- guide and support all school staff, governors and parents in inclusion issues
- Improve schools for staff as well as for pupils
- ensure that pupils are supported by fostering mutually sustaining relationships between their school and the community.

Responsibilities

Inclusion is a matter for English Martyrs as a whole. In addition to the Governing Body, the Head Teacher and Senior Management Team, the SENCo, EAL Coordinator, AGT Coordinator, Family Worker and all other members of staff have important day-to-day responsibilities.

Those children whose attainment falls significantly outside the expected range, and who are not making adequate progress may have an additional or special educational need. If a teacher feels that this is the case, then he/she will discuss their concerns with the SENCo.

The Role of the Governing Body

The role of the Inclusion Governor is:

- to ensure that the school complies with Race Relations and Disability and SEND related legislation, including the general and specific duties and the gender equality duty
- to work with the Head Teacher and the SENCo to ensure that relevant information is communicated to the Governing Body, in order that it can fulfill its' role in evaluating and reviewing practice regarding inclusion
- to assist, advise and report back to the Governing Body upon how the school is fulfilling its' responsibilities

The Role of the Head Teacher

The role of the Head Teacher is:

- along with the Governing Body, to ensure that the policy and its related

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procedures and strategies are implemented

- to ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfill their responsibilities.
- to take disciplinary action against staff or pupils who discriminate or contravene the policy.
- to ensure that issues of equality and inclusion are addressed within the PSHE curriculum.

The Role of the SENCo (incorporating roles of EAL Coordinator and AGT Coordinator)

The SENCo, EAL Coordinator and AGT Coordinator in collaboration with the Head Teacher and the Senior Leadership team is responsible for:

- over-seeing the day-to-day operation of the Inclusion Policy
- coordinating the provision for vulnerable groups of children and those with SEND
- liaising with and advising fellow teachers, support staff and collaborating with curriculum coordinators so that learning for all children is given equal priority
- managing and supporting the continuing professional development of all staff (including 1:1s), regarding inclusion, SEND and other related topics
- working closely alongside the school's Family Worker to support SEND children and their families
- overseeing and updating the SEND register
- liaising with parents or carers of SEND children and keep them informed of their child's progress and the school's provision
- writing an SEN action plan, feeding into the SDP which will enhance the areas

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of SEN

- leading the annual review meeting process for SEN children who have either a statement or an EHCP (Educational Health Care Plan)
- supporting teachers with identifying SEN, AGT and EAL pupils
- (where necessary), liaising with appropriate outside agencies and professionals to plan and provide effective means of addressing individual children's needs
- supporting teachers to create and deliver IEPs (Individual Education Plans) and BSPs (Behaviour Support Plans)
- ensuring that appropriate resources are supplied, maintained and made available to staff
- running and over-seeing the Nurture Group provision
- monitoring the progress of SEN, AGT and EAL children and reporting to the Senior Management Team

KEY PRINCIPLES

Admission and Attendance

English Martyrs School is part of the LA's Co-ordinated Admission Scheme and has agreed to the LA's In Year Fair Access Protocol. The Admission Policy is reviewed annually in consultation with the Diocese of Portsmouth, the LA and all other maintained schools in the area.

We apply our policy to all applicants regardless of their ethnicity or disability. The school monitors attendance closely and is sensitive to any relevant community issues.

The Head Teacher reports any racist incidents to the governors every term and if any discrimination or inequality is identified it is investigated rigorously and procedures put in place to address it.

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English as an Additional Language (EAL)

The Term EAL is used when referring to pupils whose main language at home is a language other than English. The child could already know some English, may have been born in the UK and their language skills may be developing. Children will not be regarded as having SEN solely because of this language difference.

The school will aim to support children learning English as an additional language by:

- building upon their experience of acquiring language at home and the wider community, so that this experience supports their developing use of English
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and adults
- providing visual cues and signs in classroom environments and around the school
- providing a range of dual language texts as well as English texts
- actively dealing with prejudice and discrimination through the curriculum and our other school policies

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects and in their home language. The SENCo will support this process.

Disability

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment that has a substantial and long term negative effect on his or her ability to do normal daily activities'.

English Martyrs will aim to:

- be fully inclusive of all children, both in lessons and in the wider curriculum, including extra-curricular activities and clubs

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- provide a rolling program of alterations to its buildings and sites to make them increasingly accessible to children with disabilities
- provide modifications to the learning environment for pupils with a physical disability as needed (see Disability Access Plan)

Special Educational Needs (SEN)

Children are considered to have SEN if they have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age.

English Martyrs will aim to:

- ensure that all teachers are able to identify and provide for those pupils who have special educational needs or disabilities
- promote high expectations and progress for all children, relevant to their starting point and ability
- encourage every pupil to join in with the activities of the school, so far as is reasonably practical and compatible with the efficient education of all pupils
- develop partnerships with parents, external agencies and the LA in order to meet the needs of children with special educational needs or disabilities
- work towards the realisation of the school vision for inclusion by actively developing:
 - expertise in using inclusive teaching
 - the content of the school's curriculum
 - the resources and provision available within school

Able, Gifted and Talented

AGT- Able pupils are those who are in the top 10% of each cohort and will be performing at a higher lever in any academic subject.

Gifted pupils are those who are working at an advanced level in any academic subject. Talented pupils are those who display a high degree of ability in physical

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activity, sports, music, drama, technology or the expressive arts. Typically a G&T child would be those who:-

- Are working two years above their chronological age.
- Shows high ability within a specific area of the curriculum.
- Shows all round ability.
- Displays the criteria as set out within the National Curriculum Subject Criteria.

Social, Emotional and Behavioural Needs

English Martyrs strives to ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all groups. All children are treated equally when dealing with incidents of poor behaviour or discipline. Equally, the children ensure that all children are treated in the same way when given rewards.

- Our ELSA trained Nurture Teacher, provides an essential role in supporting pupils in KS2 with developing their social skills to a level where pupils can manage day-to-day social situations. These groups also provide a forum in which children can talk about issues, which are concerning them
- The Nurture group support children with developing positive social skills
- Most of the staff are TEAM Teach trained and are skilled with using the de-escalating strategies to help diffuse potentially difficult situations.
- Some pupils have Behaviour Support Plans, which provide clear SMART targets that help them to turn around their challenging behaviour.
- Positive behaviour is promoted by supporting children to make the right behaviour choices both in the classroom and in the playground. Achievement is rewarded during ‘Laudate’ (celebration assemblies), that recognise children who have made improvements in relation to their behaviour but also to those children who also make the right choice.
- For further details - please refer to the school’s Behaviour policy

Attainment, Progress and Assessment

The school has equally high expectations of all pupils and it is committed to encouraging and enabling all pupils to achieve the highest standards. Subsequently, the school recognises and values all forms of achievement, whether it is academic,

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behavioural, personal or creative. The school monitors pupil attainment and progress in relation to all groups and evaluates results to identify trends and patterns of underachievement. All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do. For example, modified tests or test readers can be used in end of KS2 SATS tests.

Teaching and Learning

Staff seek to create an environment where all pupils can contribute fully and feel valued. Teachers take account of pupils' cultural backgrounds, disability, linguistic needs and different learning styles when planning and delivering lessons. Collaborative learning is encouraged so that pupils appreciate the value of working together. Teachers consider children's varying learning styles (such as visual, audible or kinaesthetic) when teaching lessons. The school's RE curriculum ensures that all children learn sensitively about another religion during each topic

Provision of Interventions

Intervention may include some of the following:

- differentiation of the curriculum
- different learning materials or special equipment
- extra adult time to plan, deliver and monitor a 1:1 or small group intervention
- staff development and training to introduce more effective strategies
- access to LA support services
- small group or individual intervention programmes e.g. Toe-by-Toe
- Nurture group provision
- KS2 Social skills groups
- Maths catch-up groups
- Support from the Family Worker on a 1:1 basis or a small group
- SENCo delivering whole class circle times

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- Personalised reward/behaviour systems
- Lunch time nurture group
- ABC readers
- Phonics groups

Links with Other Schools and Professionals

Records of all pupils transferring to other schools will be passed on promptly to the receiving school, along with any other information, which would support the new placement. Parents are entitled to access any such records or information. English Martyrs has extensive links with support agencies and other professionals and uses them to support children and provide advice for teachers and parents. For a list of professionals currently involved see Appendix 4

Equality of Opportunity

In light of the 2010 Equality Act, this policy has been written with due consideration to its potential impact (both positive and negative) on the many diverse groups of adults and children within the school. The school has ensured that to the best of its knowledge, the statements and procedures set out in this policy do not discriminate unjustly against any such groups or individuals.

Approved by governing body on 19th July 2017

Signed by: Chair of Governors

Review: Annually

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Appendix 1 - Information to Outline How the School Identifies, Plans and Provides for SEN Pupils

STAGE 1: Initial Concerns

- information from a previous school and/or parents
- initial concerns from a Class Teacher
- analysis of tests and teacher assessments
- discussions with SENCo and other professionals
- Class Teacher - uses 1st Class Teaching strategies
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STAGE 2: Identification

- information from a previous school and/or parents
- Class Teacher shares concerns with SENCO in a meeting - information is logged onto a 'SEN Referral Form'
- Class Teacher places pupil on 'whole class provision map' - tries different interventions
- If no progress is made - observation is carried out by SENCo
- Observation is fed back to Class Teacher and parents (if no 'major' concern from the observation, continue with support via 'whole class provision map').

STAGE 3: SEN Support - part 1

- If observation highlights a need either:
 - Class Teacher create an IEP
 - Make referral to an outside agency
- If parents agree to outside agency support, 'SEN Register' form needs to be signed
- Outside agencies observe and assess and provide strategies.
- Strategies implemented onto IEP and trialled

STAGE 4: SEN Support - part 2

- 'If' strategies are not working - seek further advice.
- 'If' necessary, take child's case to SEN cluster group to apply for additional funding, which will provide an intervention.
- Trial the intervention and assess success rate
- If professionals worries persist - call a TAC meeting

STAGE 5: Statement/EHCP

- If worries are continuing and there is no progress - apply for an EHCP