



GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



INCLUSION POLICY

Signed: 

Name: Dave Llewellyn

Chair of Governors

Date: April 2023

Signed: 

Name: Caroline Carter

Headteacher

Date: April 2023

At Gillingstool Primary School, we are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs are entitled to a broad and balanced academic and social curriculum, which is accessible to them so that they are fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

All staff are committed to:

- Providing a broad and balanced curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

Aims

At Gillingstool Primary School, we pay attention to the provision and the achievement of different groups of learners. We have a shared responsibility for a range of vulnerable learners. Any child who is 'different' from others in the peer group, is potentially vulnerable in terms of not being included – a different skin tone, accent, physical appearance, family background – can set them apart.

There are a number of groups who may be particularly at risk:

- Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance;
- Minority ethnic and faith groups;
- Travellers and gypsies;
- Pupils who need support learning English as an additional language (EAL);
- Pupils with special educational needs;
- More Able Learners;
- Asylum seekers and refugees;
- Children who are looked after;
- Children with specific health needs;
- Victims of abuse and domestic violence;
- Children with specific disabilities;
- Children with medical conditions;
- Young carers;
- Children from families who are vulnerable and are eligible for pupil premium.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment.

This policy will be implemented in conjunction with the following other school policies:

- Equality Policy and Objectives

- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Pupil Premium Policy
- Safeguarding Policy
- SEND Policy
- Teaching and Learning Policy

Roles and Responsibilities

The governing board will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and inclusion policy on a termly basis.

The headteacher will ensure that the management of inclusion remains consistent and effective and staff will regularly evaluate pupils' progress and liaise with the inclusion lead.

Parents will work in partnership with the school to support the progress of their child.

The Equality Act

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014), 'The Equality Act 2010 and Schools'

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age;
- Disability;
- Race, colour, nationality or ethnicity;
- Sex;
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation;
- Marriage and civil partnership.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.

- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

Please see our Equality Policy and Objectives for further information.

Pupils in Need

Pupils in the following groups are named on various registers at Gillingstool Primary School, which are regularly reviewed:

- Pupils with Special Educational Needs (SEN support register)
- Child Protection (CP register)
- Looked After Children
- Pupils in receipt of Free School Meals + Pupil Premium (Pupil Premium register)

At Gillingstool Primary School, we promote social inclusion by supporting children in the following ways:

- Learning Support Programmes
- Outreach Family Support Worker
- Attendance officer
- EAL support groups
- Conferencing pupils
- ELSA trained staff
- Working closely with parents

Planning, Teaching and Assessment

At Gillingstool Primary School we follow the National Curriculum. Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.

Teachers will ensure that all teaching partners have access to relevant planning so that they can support pupils appropriately.

Teaching staff take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing pupil motivation and concentration
- Providing equality of opportunity through planning varied teaching and learning styles
- Using appropriate assessment approaches
- Setting appropriate targets for learning
- Providing interventions for pupils who need help with communication, language and literacy
- 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

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. We aim to ensure equal opportunities for all pupils with SEND. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning.

In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through adaptive teaching strategies. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention, augmented by advice and support from external specialists or, in exceptional circumstances, with an Education, Health and Care Plan (EHCP).

Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

Teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with speech, language and communication.
- Planning with a multi-sensory and practical approach to learning.
- Adapting lesson plans (including objectives and/or success criteria) to meet pupils' needs and abilities.
- Helping pupils to manage their behaviour, so they can take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly their mental health.

Please see our SEND Policy for further information and detail.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life. (such as a wheelchair, a hearing aid or equipment to aid vision.)

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks.
- Planning opportunities for all pupils to access a broad and balanced curriculum, with adapted activities where necessary.

Please see our Accessibility and Disability Policy for further information and detail.

Pupils who are Learning English as an Additional Language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is used, to confirm that no learning difficulties are present. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English.

Teachers plan learning opportunities to help pupils develop their English and provide the support pupils need to take part in all subject areas.

Teachers take specific action to help pupils who are learning English as an additional language by:

- Providing learning opportunities to enable the development of spoken and written English.
- Ensuring access to the curriculum and to assessment.
- Providing access to dual-language texts, posters and displays.
- Working collaboratively with other pupils, both with EAL and those whose first language is English.
- Providing opportunities for discussions and co-operative learning.
- Promoting and celebrating diversity whilst avoiding stereotyping.
- Planning learning opportunities which reflect the backgrounds of pupils in the classroom.

More Able Learners

Following guidance from the National Association for Able Children in Education (NACE), more able learners are defined in the following way:

- Learners who have the potential or capacity for high attainment;
- Learners who demonstrate high levels of performance in an academic area;
- Learners who are more able relative to their peers in their own year group, class and school;

We recognise that more able learners can have abilities in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities. More able learners may have abilities in specific curriculum areas but show weaknesses in others (e.g. poor writing skills).

All adults should make appropriate provision for more able learners, as they do for all pupils in their class. We aim to:

- Maintain high expectations of achievement for all children.
- Promote enterprise, self-reliance and independence for all children.
- Recognise that more able learners have particular educational needs that must be met to realise their full potential.
- Ask stimulating and challenging questions to skilfully develop pupils' higher order thinking skills.
- Encourage children to become more involved with the curriculum and their own learning, and to use higher level thinking skills of analysis, evaluation and synthesis.
- Make use of assessment to establish what pupils can do already so that appropriate tasks and challenges are set.
- Monitor pupil progress through assessment (summative and formative) and review this at pupil progress meetings.
- Provide appropriate challenge through high quality tasks for enrichment and extension of knowledge.
- Ensure that pupils are aware of their next steps.

Please see our Teaching and Learning Policy for further information and detail.

Child Protection

Children on the Child Protection register or on a Child in Need plan are monitored by the Senior Leadership Team and their progress tracked termly.

Admissions

Gillingstool Primary School operates its admission procedures in accordance with the policy laid down by the Governors and Local Authority. This policy does not discriminate on grounds of race, religion or ethnic origin. Our school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs.

Behaviour

We set and expect high standards of behaviour which are set out in our Behaviour Policy. We aim to achieve a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. At Gillingstool Primary School, we aim to prepare pupils for living in a diverse and increasingly interdependent society.

Monitoring and Review

Gillingstool Primary School's Inclusion Leader is Emma Stimpson. The Inclusion Leader will review this policy alongside the governing board, to ensure that all relevant policies and practices are up-to-date and compliant with the statutory requirements.

Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy. All staff will be notified if there are changes to this policy.

At Gillingstool Primary School the teaching and learning, achievement, attitudes and well-being of every child matters to us. It is important to us that we value each child as a unique individual. We strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

New Siblands Partnership

In addition to our inclusive work with our own pupils, Gillingstool will seek to develop inclusive practices with our partner school, New Siblands. Using our shared site, the shared facilities and the close working relationship between the Senior Leaders of both schools, all staff will be open to inclusive activities between the schools provided that the activity will meet the needs of our pupils and be of educational or social benefit.

We see our partnership with New Siblands as an excellent opportunity to help develop tolerant and understanding pupils with well-adjusted attitudes to all members of society.