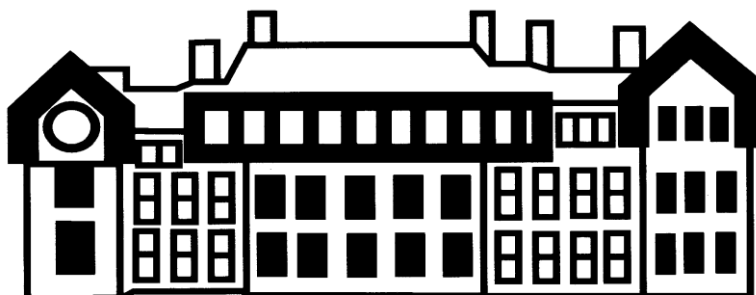


GORDON



SCHOOL

Inclusion Policy

Ratification date: November 2024

Review date: November 2026

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)

Inclusion Policy

see also: Attendance Policy

Anti-racism Policy

Behaviour & Relationships Policy

Equality Plan

Equality Statement

Higher Ability Learners Policy

Special Educational Needs & Disability Policy

Teaching and Learning Policy

1, Rationale

We are committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having additional needs, have a common entitlement to a broad and balanced curriculum. All children need to have access to a curriculum that supports their development and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Gordon Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, stage of development, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys;
- minority ethnic and faith groups;
- Travellers;
- asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- learners with special educational needs;
- learners who are disabled;
- those who are higher ability learners (children who are significantly more able than the age-related expectations);
- those who have been or are currently looked after by the local authority. This group of children includes adopted children, children on Care Residency Arrangements or those under Special Guardianship Orders;
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of children who experience barriers to learning. These barriers may relate to a range of single or co-existing factors: sensory or physical impairments, cognitive difficulties, social, emotional and mental health difficulties, or the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Gordon Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential. We will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

2, Aims and Objectives

Gordon Primary School is a caring, happy and safe community where everyone is treated with kindness and respect and diversity is celebrated. Pupils are encouraged to be aspire to our school ethos: *Be the best you can be*.

An inclusive, secure and supportive learning environment is promoted throughout the school, where pupils are equipped with the skills and knowledge they need to function as positive members of the community both now and in the future.

Establishing and maintaining strong, positive relationships between pupils, staff and parents/carers, where all are valued and respected, forms the basis of our school community. We cater for diverse needs by working in partnership with parents/carers. We aim to involve them at every stage in plans to meet their child's additional needs. The Assistant Head leads on all aspects of inclusion within the school. This role comprises of the Inclusion Manager and SENco roles.

We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.

We aim to plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted for learning support.

We aim to provide full access to the curriculum* through differentiated planning by the Assistant Head, class teachers, and support staff as appropriate.

* Except where disapplication, arising from an Education Health Care Plan (EHCP) occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.

We aim to ensure the Children and Families Act 2014, the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.

We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

We aim to enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

We aim to involve the children themselves in planning and in any decision making that affects them.

We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions:

- Are all pupils achieving their best?
- Are there differences in the achievement between the various groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

3, How do we Support Inclusion?

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued;
- understand the importance of a growth mindset approach to learning;
- appreciate and value the similarities and differences they see in others within their school community and the wider world;
- learn to understand the impact of their actions;
- are taught in groupings that allow them all to experience success;
- access a curriculum which promotes a range of social and cultural experiences;
- have a common curriculum experience that allows for a range of different learning styles;
- are set challenging targets and expectations which enable them to experience success and failure at their own level;
- are encouraged to participate fully, regardless of disabilities or medical needs;
- participate safely in clothing that is appropriate for the activity and their religious beliefs.

Whole school actions support inclusion by:

- using a curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment;
- setting achievable targets in English and maths and for all pupils;
- tracking pupil attainment and highlighting underachievement for individuals and groups such as children with SEND and children eligible for Pupil Premium funding;

- targeting support for pupils by the Assistant Head, teaching assistants and Learning Mentor in class, individually or in small groups;
- using intervention programmes to support pupils with learning difficulties;
- linking of individual and class provision maps to pupil progress as part of the assess-plan-do-review cycle;
- providing induction for pupils new to the school and this country;
- implementing a consistent Behaviour & Relationships Policy which emphasises the value of strong, positive relationships between staff, pupils and parents/carers where all feel safe and valued, and where behaviour is viewed as a message.
- addressing racism, sexism, homophobia and bullying;
- inviting parents and carers to open evenings, curriculum meetings, assemblies and other school events;
- involving external support agencies and educational specialists;
- sharing information about pupils, including health issues, with all staff through care plans and weekly staff briefing meetings
- providing an Inclusion Team made up of the Assistant Head, Learning Mentor, designated support staff and class teachers.

4, How will we Monitor Inclusion?

Every staff member is responsible for inclusion. However, to ensure we are successful, the following strategies will be used:

- termly reviews of the curriculum;
- regular tracking of pupil attainment through termly Pupil Progress meetings;
- monitoring and assessment schedule;
- termly review of provision management with the Inclusion Team and teachers to discuss progress of pupils on SEND profile and statements or EHCPs;
- termly reviews of targets for pupils with an EHCP;
- review of targets in English and maths;
- lesson observations and feedback;
- talking to children and parents/carers to obtain their views;
- teacher assessment;
- end of Key Stage tests and assessments;
- monitoring teachers' plans and children's work;
- regular recording and sharing of information regarding specific vulnerable children with the staff involved in supporting them.

5, Identification of Pupils

We recognise the significance of early identification of pupils with Special Educational Needs, English as an additional language needs or pupils who may have the potential to work at greater depth. The Assistant Head, class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as either being at SEND support or having an EHCP. They are on the school SEND register. Information relating to pupils with SEND is shared with all staff, including supply teachers.

6, Provision

i. Adapted Curriculum Provision

In order to make progress all children will access the same curriculum. Teachers will teach objectives to the whole class and adapt them to meet the needs of the children who are working below the standard through scaffolding, and extend them to challenge the children who are working above the standard. Pupils with the most challenging educational needs may receive a differentiated curriculum which supports their stage of development, if it is significantly different to age expectations.

ii. Provision Management

All pupils, including those who have been identified as benefiting from adapted or differentiated provision, will have their progress reviewed termly to ascertain their progress and, if relevant to gauge the impact of interventions. A variety of programmes are used to support learning and behaviour. Parents/carers are informed of interventions their child will receive at parent evenings and receive regular progress reviews. Provision Maps show how we allocate resources to each year group and calculate the cost of the whole of our Inclusion provision.

iii. High Needs Funding

A child who has an EHCP will access additional support funded directly by the provision allocated in the Plan. Short term targets are set according to outcomes stated in the Plan and are reviewed termly. An annual review takes place yearly where outside professionals will often attend to review the provision set out in the EHCP.

iv. Pupils with EAL

Pupils with EAL are supported both inside and outside the classroom depending on their English fluency. Interpreters are used when necessary.

v. Greater Depth

Pupils identified as working at greater depth are provided for through an adapted curriculum. In addition to extension activities in the classroom, they may have the opportunity to be involved in the enrichment and extra-curricular club programme.

vi. Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Specialist resources are accessed for children with an EHCP after specialist advice has been sought and recommendations have been put in place over a period of time as part of the assess-plan-do-review process.

7, Record Keeping

The Inclusion Team holds and updates records for pupils who require support beyond the school's standard curricular provision. The class teachers and the Inclusion Team are responsible for the completion of all appropriate paperwork relevant to the SEND Code of Practice 0 - 25 (2014). The Inclusion Team is responsible for completing the paperwork required for Statutory Assessment

requests and the annual review of EHCPs. All records are considered to be confidential and are only accessible to concerned professionals and parents/carers. All class teachers have information in their Inclusion files and SEND information is kept in the office of the Assistant Head which is locked.

8, Looked after Children (LAC)

The Assistant Head is the Designated Teacher for *Looked-After* children and *Previously Looked-After* children. Children in the care of a Local Authority will have targets set within a Personal Education Plan (PEP) each term. Most children will be looked after by the Royal Borough of Greenwich but some may come from other boroughs. The school aims to work closely with all Local Authorities. The school, the carer and Children's Services will set the targets. We send a representative to all LAC reviews and we aim to work closely with Children's Services, carers and the relevant Local Authority's Virtual School. Academic progress will be reported to the governing body and to the Virtual School. We recognise that children who have been previously looked after and are adopted or on Special Guardianship Orders or Care Arrangements, may face many of the same challenges as those currently looked after by the local authority. With the agreement of parents/carers, we monitor their progress closely through termly in school PEP reviews and access support through other agencies where necessary.

9, Working with External Agencies

We promote the value of specialist advice and support from a variety of professional and voluntary services. We also welcome links with educational bodies that can promote pupils learning and provide enhanced opportunities for our higher ability learners.

The Assistant Head liaises frequently with a number of external agencies and specialists including:

- Children's Social Services
- Attendance Advisory Service
- Educational Psychologist
- School Nurse / Health Visitors
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapists
- STEPS Team
- ASD Outreach
- Vision / Hearing Impaired Team
- CAMHS – Child & Adolescent Mental Health Service
- MHST – Mental Health in Schools Team
- Music Therapy
- Virtual School for LAC
- Family Support Workers
- LA SEND Officers

Parents/carers are informed if any outside agency is involved.

10, Links with other Schools / Transfer Arrangements

Class teachers of children joining from other schools will receive information from the previous school. If there is a SEND issue the Assistant Head will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and Assistant Head will discuss these children with other schools on request.

The Assistant Head shares information with secondary colleagues as part of the Year 6 to Year 7 transition programme.

11, The Governing Body

The school's Governors have statutory responsibilities outlined in the SEND Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting. They are required to report annually to parents/carers on the fulfilment of the school's Inclusion Policy.

12, Equality Act

The Equality Act 2010 provides a single, consolidated source of discrimination law. It specifies that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

Gordon Primary School aims to be a fully inclusive school and the presence or absence of a special need is not a factor in the selection of pupils for admission. We also adhere to the Act when planning pupils' learning, activities, resources and educational visits and include all pupils unless it is felt by agreement with the parents/carers and professionals involved that alternative arrangements would be more suitable.

13, Working with Parents and Carers

Parents and carers will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents/Carers will be involved right from the initial stages. Parents/Carers will be given the opportunity to express their views, be active in decision-making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success.

To support parents/carers, curriculum meetings will be planned and organised into key areas of the curriculum including developing their understanding of their children's educational needs.

Parents/Carers will have the opportunities to meet with their child's class teacher in a formal meeting three times year.

14, Complaints

If any parent feels that Gordon Primary School is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents of children with SEND may also seek support from the Parent Partnership and the Conciliation services.

15, Staff Development

The Headteacher and the Assistant Head will review the needs of the teaching and support staff and provide professional development via in-school training sessions and external courses.

16, Monitoring & Review

The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Team and the link governor for Inclusion.

This policy will be reviewed as and when it is necessary to respond to any local or national requirements. In the absence of any such changes the policy will be reviewed every two years.