

# Market Harborough C of E Academy

## Inclusion Policy



### **Inclusion Policy**

<b>This policy replaces</b>	Previous Policy
<b>Date policy approved by Governing Body</b>	September 2022
<b>Date of next review</b>	September 2024
<b>Reviewer</b>	Inclusion Lead, Head teacher, SEND Governor, Teaching and Learning Committee

## Rationale:

Learn AT prides itself on being an inclusive trust. The degree to which the Trust inspires and supports inclusion is a key indicator of our MAT's effectiveness in achieving its aims and living out its vision.

As a school within Learnat, we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Our school mission statement; Growing Together in God's Love, reminds us of our commitment to ensuring all in our school grow, develop and thrive within our school community.



We believe that all children, whatever their ability, should be helped to flourish and enjoy learning with access to a rich, rounded, rigorous and coherent curriculum.

Our school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.

Our school is committed to inclusion. We strive to maintain a caring school community where everyone feels welcome, secure and valued. Supported by close co-operation with the home, wider community and parish, where appropriate, our children will grow into fulfilled, educated people ready to take their place in the world.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which 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, impairment, 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
- children who are significantly more able than their peers
- those who are looked after by the local authority
- 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 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, including 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. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies and relationships with parents/carers and the community. Through our PSHE programme we develop the awareness and understanding of all children to ensure they support us in being an inclusive community. The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Leader and the Head teacher.

## **Objectives**

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

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 to support learning.

We aim to provide full access to the curriculum\* through differentiated planning by the Inclusion Leader/SENCo, class teachers and learning support staff as appropriate. (\*Except where disapplication, arising from an EHC plan occurs - disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

We aim to ensure that current Codes of Practice and guidance are implemented effectively across the schools to ensure equality of opportunity 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

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

### **How do we support inclusion?**

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Whole school actions support inclusion by**

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable targets in English and maths and for all pupils

- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the teachers, learning support assistants, and senior leaders
- The use of intervention programmes to support pupils with learning difficulties
- The targeting of underachieving pupils and EAL
- Induction of pupils new to this country
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parent meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all relevant staff

### **How will we monitor inclusion?**

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

- Regular tracking of pupil attainment through termly pupil progress meetings
- Monitoring and assessment schedule
- Termly review of provision management with senior leaders and teachers to discuss progress of pupils receiving interventions
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Review of targets
- Lesson observations
- Talking to children and parents
- Teacher assessments
- End of key stage SATs and other standardised tests
- Monitoring teachers' plans and children's work

### **Identification of pupils**

We recognise the significance of early identification of pupils with Special Educational Needs and disability, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. The Inclusion Leader, SENCo, Class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing School Support or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

### **Provision**

#### **1. Curriculum Provision**

In order to make progress, all children will receive planned provision that meets their needs. This may involve modifying learning objectives, teaching styles and access strategies. We develop children's skills and knowledge through creative teaching and meaningful links across the National Curriculum subjects.

## **2. Provision Management**

Pupils' progress is reviewed termly to determine the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive.

## **3. Education, Health and Care Plan**

(Explained in SEND Policy)

## **4. Pupils with English as an Additional Language**

Pupils with EAL are supported by staff inside the classroom and in small groups. Interpreters are used when necessary.

## **5. Challenging children of high prior attainment**

Pupils with high prior attainment are provided for through planned challenge and extension in lessons. We aim to provide opportunities for extracurricular activities, including with other local schools.

## **6. 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.

## **Record Keeping**

(See SEND Policy)

## **Looked after Children (LAC)**

Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the local governing body.

## **Working with Outside Agencies**

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

The Inclusion Leader/SENCo liaises frequently with a number of outside agencies and specialists:

- Social Services
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]

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

### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Inclusion Leader/SENCo will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion Leader/SENCo will discuss these children with other schools on request.

### **The Local Governing Body**

The school's Local Governing Body has statutory responsibilities outlined in the Special Needs Code of Practice. It is responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at regular points throughout the year. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

### **Equality Act**

The Single Equality Act makes it unlawful for schools and LAs to discriminate against disabled pupils for a reason relating to their disability without justification.

We aim to cater for the full ability range and the presence or absence of a special need is not a factor in the admission of pupils, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

### **Working with Parents**

Parents 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 will be involved right from the initial stages. Parents 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, information meetings are organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability.

Parents will have the opportunities to meet with their child's class teacher in a formal meeting at regular points throughout the year.

### **Complaints**

If any parent feels that any school is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy.

### **Staff Development**

The school's leaders will review the needs of the teaching and support staff and provide training via external courses and in-school training. The needs of pupils and the interest areas of staff will also be considered when planning training.

### **Policy Review**

This Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes, the policy will be reviewed on a two-yearly cycle.