



## Heron Cross Primary School Inclusion Policy

This policy is a statement of inclusion at Heron Cross Primary School. It has been written to ensure the arrangements for Inclusion are explicit and to ensure continuity of inclusive practice across the school. It has been written in response in line with the Special Educational Needs Code of Practice, 2014 (updated 2015) and the Special Educational Needs and Disability Act, 2001. The policy has been approved by the staff and the Governing Body of the school.

### Introduction

At Heron Cross Primary School, we are committed to providing all of our children with the opportunity to achieve the highest standards. Inclusion recognises a right to a broad, balanced, relevant and challenging curriculum, which is appropriate to individual abilities, talents and personal qualities. This policy helps to ensure that this happens for all children in our school – regardless of their age, gender, ethnicity, attainment or background.

### What is inclusion?

Inclusion in education involves the practice and policy of providing equal access to opportunities and resources for all children. It involves restructuring the cultures, policies and practice in school so that they respond to the diversity of pupils in their community. It is concerned with the learning and participation of all students. Diversity of need should be viewed as a rich opportunity to support the learning of all students, not only those with impairments or those categorised as Special Educational Needs.

### Aims

- Provide equality of educational opportunity across the school curriculum and extra-curricular activities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Help pupils develop their individual personalities, skills and abilities.

## Objectives

- Ensure implementation of government and Local Authority (LA) inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure 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 and outside agencies in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

## Inclusive provision

The school offers a continuum of provision to meet diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class. Additional in-class support is available in all classes, which is provided by teaching assistants. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. Staff support pupils with emotional and behavioural difficulties, as well as working with the more able and talented pupils in need of extension and enrichment. There is a timetable for the provision of pupils with Education, Health and Care Plans and Pupil Passports. This happens with the support of external agencies. A range of extra-curricular activities are available during lunchtime and after school, for example: art club, homework club, computer club; school choir, football and sports club and motor group.

## External support

There is access to additional specialist advice and support from the LA's Inclusion Learning Service. When requested specialist teachers from these services provide intervention in the form of direct teaching, in-class support, and assessment of pupils' needs and progress. The school also has access to an Educational Welfare Officer (EWO) and an Educational Psychologist (EP). The E.P. is able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, early years provision, as well as assisting with the identification and assessment of pupils.

## Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved. All teachers monitor and review pupils progress. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievements across the curriculum. Appropriate 'reasonable adjustments' are made when assessing children with additional needs.

Underachievement is identified as early as possible through teacher referral and tracking. Pupil progress is monitored and reviewed termly by the Senior Leadership Team.

### Parent partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process. All parents are welcome to contact the Senior Leadership Team if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

### Professional development

Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school and in other schools.

### Evaluating the inclusion policy

The inclusion policy is reviewed annually at the end of the academic year. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors, and the comments from the annual parent questionnaire. In light of the findings, the policy is revised and amended accordingly.

### Reviewed by VBoon June 2021

This policy will be reviewed annually.