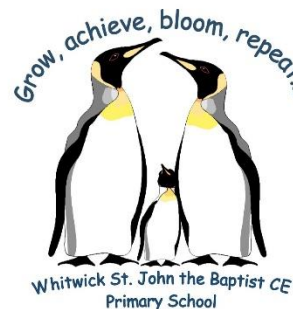


Whitwick St. John the Baptist CE Primary School

Inclusion Policy



Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'



Agreed by Staff:

Agreed by Governors:

Signed (Chair): _____ Date: _____

Inclusion Policy

1.0 Whole School Vision, Ethos & Aims

Our Whole School Vision

Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including inclusion, are underpinned by our vision.

Our vision is “Grow, Achieve, Bloom, Repeat...” supported by the Parable of the Sower. We pride ourselves on providing the necessary foundations that enable children to grow, bloom and experience success and become lifelong learners. We ensure that through an inspirational and engaging, broad and balanced curriculum, excellent pastoral support and a wide range of extra-curricular opportunities, all pupils will find out where their strengths lie and experience success. We understand that success breeds success and see it as our role to ensure all children have their moment. Not just once but repeatedly. We prioritise emotional well-being, understanding that, regardless of the opportunities and standard of teaching and learning, a child will not be able to learn to their full potential if an emotional trauma is causing a barrier. Through our Christian values, we have developed an ethos based on love and mutual respect, welcoming pupils and families from all faiths and those with no faith. We also understand that just as all flowers are different and bloom in different ways, so do all children. We celebrate diversity and individuality

AIMS OF THE POLICY:

We aim to provide a stimulating and creative learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Ensuring that individual strengths are recognised and all pupils achieve their potential.
- Removing the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- Designing a creative curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- Children with Special Educational Needs
- Girls, boys, transgender and non-binary
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who are Higher Attaining Pupils
- Pupils who are Looked After children
- Children from socially and financially disadvantaged backgrounds
- Children who are at risk of disaffection or/and exclusion
- Carers, sick children, looked after children, grieving children
- Children of Service families

We aim to provide a creative differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment
- Ensuring that early identification and appropriate provision of children with any educational needs takes place

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils? Are any of our pupils marginalised?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

Inclusion of pupils with special educational needs

The aims of our school are outlined in the Special Educational Needs Policy

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through quality teaching and intervention.

The following provision can be expected:

- Pupils work in mixed ability groupings where appropriate support and challenge is provided.
- Work in class will be differentiated for the pupils to reduce linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the

class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- **Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.**
- **There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :**
 - **Placement instability**
 - **Unsatisfactory educational experiences of many carers**
 - **Too much time out of school**
 - **Insufficient help if they fall behind**
 - **Unmet needs - emotional, mental, physical**
- **There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is Samantha Fuller). The responsibilities of our designated teacher include:**
 - **monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school**
 - **ensuring that children who are ‘looked after’ have access to the appropriate network of support**
 - **checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months**
 - **ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals**
 - **preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)**
 - **discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.**
 - **liaising with the child’s social worker to ensure that there is effective communication at all times**
 - **celebrating the child’s successes and acknowledge the progress they are making.**

Our school will work closely with the county’s Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

The aims of our school are outlined in the Higher Attaining Pupils Policy.

This policy has been developed by representatives of all stakeholders and has been shared with the school community.

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

Monitoring and evaluations of the inclusion policy and procedures

Ensuring that we are scandalously inclusive is of upmost priority to the Headteacher and staff at Whitwick St John the Baptist. Any incidents involving discrimination will be logged and investigated by the headteacher or deputy headteacher. Pupils, parents, staff and governors will be asked at least annually to identify the impact or the school's vision and values and inclusive nature. Any issues raised will be discussed by SLT to identify next steps. The policy will be reviewed in line with the school's review cycle.

Appendix A.

Effective practice in educational inclusion at St John the Baptist CE Primary School is supported by the following school documentation and policies.

- **Special Education Needs Policy**
- **Sex Education Policy**
- **PHSE Policy and scheme of work**
- **Teaching and Learning Policy**
- **Monitoring and Evaluation Policy**
- **Behaviour Policy**
- **Drugs Policy**
- **Health and Safety Policy**
- **Curriculum Policies**
- **Higher Attaining Pupils Policy**

8.0 Roles and responsibilities

For full roles and responsibilities of the curriculum, please reference the curriculum policy.

Curriculum Leader

The Curriculum Leader maintains an overview of the curriculum provided by the school for _____ and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff.

Subject Leader

The _____ lead ensures that all the aspects of the National Curriculum content are covered within the Curriculum and Progression Maps. The maps feed into the wider curriculum medium-term plans written by class teachers. The subject leader will review the Curriculum and Progression Maps and medium-term plans to ensure that children's learning becomes increasingly more challenging and progressive as they move through the year groups. They maintain an overview of standards within their subject.

The subject leader also produces annual action plans for their subjects, supports the writing of medium-term plans of class teachers, analyses the standards within the subject, provide or signpost staff towards training and resources and engage in developmental work/ research projects with external colleagues.

The subject leader monitors and evaluates the standards achieved by children. They evaluate the quality of teaching and learning in their subject through a range of monitoring activities which include: lesson views, learning walks, data analysis, book views and pupil interviews.

The subject leader will take the opportunity to develop their leaderships skills within the subject through a range of opportunities which include external courses, attendance of local school networks and In-service training.

Class Teacher

Class teachers have the final responsibility to produce class specific, medium-term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

9.0 Parents

We recognise that parents make a significant difference to children's progress and encourage this partnership. We aim to strengthen this link through:

- Providing half termly topic maps that involve parents of the content being taught that half term,
- Provide feedback in the 'End of Year School Report',
- Signpost external opportunities to parents,
- Provide useful links on the website.

10.0 Special Education Needs and Disabilities

The teaching of _____ takes into account both the Special Education Needs and Disabilities Policy and Equality Policy. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

+ Any subject specific info

11.0 Health and Safety

As with all activities in school, teachers need to ensure that teaching in _____ promotes health, safety and the well being of children in line with the Health & Safety policy.