



LEA ENDOWED CE PRIMARY SCHOOL

INCLUSION POLICY

Updated April 2024

OUR VISION

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children.
We follow God's example, by loving Him, and each other, in all that we do.
Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

1. INTRODUCTION

Our school vision affirms our commitment to valuing the individuality of all our children. We give all our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the uniqueness of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that children have a common curriculum experience.

This school believes that every pupil has an entitlement to achieve their full God given potential. Educational experiences are provided which develop children's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

The policy should be read in conjunction with other school policies relating to interaction between adults and children.

- Accessibility
- Equalities Policy
- Special educational needs and disabilities
- Behaviour policy / Anti Bullying Strategy
- Child protection policy

The policy has been developed in response to national and local authority initiatives which support inclusive learning.

- The Education Act 1996
- Inclusive Schooling – Children with Special Educational Needs DfES guidance: 0774/2001 and 0788/2001.
- Special Educational Needs and Disability Act 2001
- Special Educational Needs Code of Practice - DfES Guidance 581/2001
- Lancashire LEA’s policy for inclusion “The Inclusive Continuum; a policy for Special Educational Needs”

The responsible person for the implementation of the policy is the head teacher.

The Head teacher and the Governing Body will review the policy annually in the autumn term.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

This policy applies to those children who:

- have learning, physical, communication, sensory and/or medical needs;
- have or experience behavioural, emotional and social needs;

but it also applies to those children who:

- reflect social and cultural diversity;
- have attendance difficulties;
- experience significant ill health;
- have relatives to care for;
- use English as an additional language;
- have recently arrived in this country or may be refugees or asylum seekers;
- have a mobile life style as travellers;
- are ‘looked after’ children;
- live in poverty or who may be homeless;
- are gifted and talented;
- bully or who are victims of bullying;
- are bereaved;
- are traumatised.

2. AIMS

The school aims to:

- help children develop their personalities, skills and abilities;
- provide appropriate teaching which makes learning challenging, enjoyable and successful;
- provide equality of educational opportunity;
- engender a culture of tolerance and acceptance of all, mutual respect where all are valued.

3. OBJECTIVES

The school will:

- ensure implementation of government and LEA 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 children have access to an appropriately differentiated curriculum;
- recognise, value and celebrate children’s achievements, however small;
- work in partnership with parents / carers in supporting their child’s education;

- guide and support all staff, governors and parents in inclusion issues.

4. DEFINING INCLUSION

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any children irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as “a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community.”

5. MANAGING INCLUSION

- work positively with all members of the school community to promote inclusion;
- induct new staff in the school’s commitment to inclusion;
- demonstrate sensitivity to the Protected Characteristics under UK law
- ensure that Equity, Diversity & Justice are upheld and promoted in every area of school life
- monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- monitor the inclusion policy and report annually to the governing body on its effectiveness;
- report annually on the efficient and effective use of resources for children at school action, school action plus and those with statements;
- work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- work with key staff such as the Assessment lead, subject leaders etc. to monitor pupil progress;
- analyse with key staff the recording of incidents which may relate to bullying or discrimination of children on the grounds of SEND;
- liaise with parents;
- co-ordinate cross-phase / cross-school transition;
- co-ordinate external specialist provision.

The inclusion lead is responsible for keeping the governors regularly informed about inclusive provision in the school.

All teachers are also committed to meeting the needs of all children in their class and promoting the culture and ethos of inclusion within the school community.

6. INCLUSIVE PROVISION

The school offers a continuum of provision to meet a diversity of children’ needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available throughout the school. This is provided by teaching assistants (TAs). This additional support is targeted at individual children and small groups of children.

Out-of-class provision is available to children with statements of SEND, where appropriate, who require specialist personalised learning programmes.

Additional out of class provision is provided for children on SEND support plus by our group support teachers.

A range of extra-curricular activities are available during lunch time and after school.

7. PROMOTING AN INCLUSIVE CURRICULUM

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most children should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our children's abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual children can make progress and show what they can achieve. Where it is appropriate for children to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in children's learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including children with neurological problems, such as head injuries, and those with degenerative conditions).

For children whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their children.

When planning, we set high expectations and provide opportunities for all children to achieve, including boys and girls, children with special educational needs, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that children do not underachieve or fail to reach their potential. We respect and value children that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all children can take part in lessons fully and effectively.

To ensure that we meet the full range of children's needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to children's diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

Our teachers take specific action to provide access to learning for children with special educational needs by:

- providing for children who need help with communication, language and literacy
- planning, where necessary, to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities

- helping children to manage their behaviour, to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

8. EXTERNAL SUPPORT

The school through its service level agreement buys in additional external specialist advice and support from the Lancashire Education Inclusion Service (LEIS), Lancashire Pupil Reintegration Service (LPRS), Lancashire Schools Effectiveness Service, special schools, independent providers and the national health service.

School uses a Specialist service, Achieve 360 to help provide personalised learning, direct teaching, in-class support, counselling, and assessment of children's needs and progress as appropriate.

The school also engages in collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities.

The school has access to a link adviser, Inclusion (SEND) adviser, educational psychologist, pupil access and educational welfare officer.

9. RESOURCE ALLOCATION

The head teacher in conjunction with the budget and finance sub-committee, senior management team, Inclusion Co-ordinator and SENCo set the budget based on the SDP, and with the governing body, approve the necessary curriculum priority spending, that supports moving inclusive practice forward.

The Inclusion lead and SENCo organise and plan the amount of additional in-class and external specialist support required for children at School Action Plus and with a statement. The children at School Action are covered from within the school's existing budget, and receive in-class support from teaching assistants and direct small group teaching from the group support teachers.

The head teacher reports annually on the efficient and effective use of resources for children at SEND support, and those with statements of SEND.

10. ASSESSMENT PROCEDURES

We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school embraces using a consistent nationally recognised assessment system, which relates to the foundation stage, the P Scales for children with learning difficulties, and the National Curriculum levels of attainments, the Primary National Strategy. Assessment for learning, as outlined in the national guidance from the Qualifications and Curriculum Development Authority (QCDA), guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the children are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers regularly moderate and standardise samples of children's work and achievements across the curriculum.

Underachievement is identified as early as possible by close monitoring of pupil's progress from reception onwards, using standardised testing, the new Engagement Model, teacher assessment and SATs. We also compare attainment with potential in year 2. Children are set individual challenging targets which address the area

of underachievement.

The SENCo tracks pupil progress systematically and reports to the head teacher in order to:

- check the progress individual children make against their targets;
- verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or syllabus / schemes of work , or low attendance rates;
- provide a cross-check with teachers and teaching assistants or learning mentors regarding the children who are underachieving in relation to their prior attainment;
- monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals children, EAL, different ethnic groups, boys and girls, BESD, SEN, gifted and talented, traveller children, looked after children, etc.
- identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage or subject area;
- collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence;
- check the progress of children at School Action, School Action Plus and those with a statement to inform the SEN register and to ensure that the children' needs are being met;
- show 'value added' in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- compare the school's performance with other similar schools in the LEA via the School Information Profile, with their statistical neighbours and with national performance data.

In addition to the culture of support and praise, which underpins the school ethos, the reward system of points, certificates of achievement contribute to improve the effort and improve behaviour, contributing to raising pupil self-esteem and motivation.

11. DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority and taking account of the most recent DfES guidance. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

12. PROFESSIONAL DEVELOPMENT

The SENCo and Inclusion lead liaise to review staff skills related to SEN, behaviour and pupil emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

13. WORKING WITH PARENTS

The knowledge, views and first-hand experience parents have regarding their child is valued for the contribution it

makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo or Inclusion Co-ordinator if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home.

14. EVALUATING THE INCLUSION POLICY

The inclusion policy is reviewed annually in the autumn term. 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, achievements and progress of different groups of children, including reference to ASP, School Information Profile and school based value-added data;
- listening and responding to the views of children;
- the school's own self evaluation of the inclusion of children with SEN and behaviour difficulties using the LEA School Self Evaluation Toolkit for SEN and Behaviour.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses on a shared vision and commitment to inclusion, which ensures:

- a stable and experienced teaching team working in collaboration with teaching assistants;
- sensitivity of Protected Characteristics under UK law;
- strong support from parents, carers and governors;
- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all children;
- that children' views are valued, and the children' voices are listened to;
- clear and consistent whole-school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;

Signed: (Headteacher)

Signed: (Chair of Governing Body)

Date: 16.4.24

Review date: 16.4.26 (or sooner if required)