



Four Swannes Primary School

Inclusion Policy 2024

Date of Approval: January 2024

Date of Review: January 2026

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SENCO

Four Swannes Primary School

Diversity. Inclusion. Belonging.

At Four Swannes Primary School we have three key values that we believe are at the core of what we aim to achieve with our children, staff, families and the wider community: Diversity. Inclusion. Belonging.

Inclusion is an encompassing belief at Four Swannes Primary and we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Principles: Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the hurdles to learning and participation that can hinder or exclude individual pupils, or groups of pupils. 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:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who access or have previously accessed Free School Meals (FSM);
- Children who have English as an Additional Language (EAL);
- Children with special educational needs and disabilities (SEND);
- Children Looked After (CLA);
- Able, gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers;
- Asylum seekers and refugees;
- Other significant groups.

The National Curriculum and Teacher Standards are used as a 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 hurdles to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language therapy, counselling and therapeutic services) Adapt teaching to respond to the strengths and needs of all pupils:
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language and disabilities

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are all pupils progressing in their learning?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

This policy should be read in conjunction with: SEND policy, Four Swannes' School SEND Information Report, Equalities Information and Objectives Policy and Accessibility Plan.

Data

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria. We also monitor children's access to extra curricular activities through the use of extensive provision and class inclusion maps.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, all class teachers, with the guidance of the senior team, set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. The SENDCo plans evidence-based interventions for pupils who need support to 'close the gap' and for high achieving pupils to make even more progress and achieve their full potential.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Learning support plans (LSPs) are implemented and targets set at a suitable level, including the use of P scales. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Four Swannes teachers provide quality first wave teaching to ensure all pupils make progress. All teaching assistants and the school's SEN TA help to support disadvantaged pupils, higher attaining pupils and SEND pupils.

All staff members work closely together to support pupils identified on the class provision maps and those with specific individual targets on LPs. They provide the Class Teacher, Inclusion Co and SLT with regular feedback on pupil progress as part of the Graduated response cycle.

Teachers ensure that all 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;
- participate fully, regardless of disabilities or medical needs.

Children with special education needs and/or disabilities

Some children in our school have special educational needs and/or disabilities. This policy complies with the guidance given in the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014 (updated May 2015)
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school observes the SEN Code of Practice 2014 and uses a graduated response for identification of pupils with special education needs. Any children making less-than-expected progress are identified at pupil's progress reviews and monitoring cycles, and provisions are adjusted accordingly. Should concerns be raised overtime or become immediately significant, children will receive special educational provision, which will be discussed with parents, at point of need or episode. The 4 part 'Assess, Plan, Do and Review' enables staff to monitor the provision, support and progress of the pupil.

Some children's needs will require the school to seek external advice; this will be organised by the SenCo, and parents will be involved in the process. Where children require specialist support, they may be issued with an Education, Health and Care Plan by the Local Authority, in close consultation with the parents, the school and other professionals. The school is committed to providing an environment that allows disabled children and those with special educational needs full access to all areas of learning. For example, the designated points of entry for our school also allow wheelchair access as well as having disabled toilet and selfcare facilities.

Teachers modify teaching and learning expectations as appropriate for children with disabilities and/or special educational needs. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with special educational needs/disabilities the opportunity to develop skills in practical aspects of the curriculum.

In order to strengthen our inclusive practice at Four Swannes Primary we strive to provide a meaningful learning experience that:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities.

Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The Four Swannes Equality Information and objectives sets out how we put the DDA 2010 into practice.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Four Swannes Primary School has ramps for access into areas of the school e.g. access between the KS1 and KS2 playgrounds.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Parent Partnership

We are committed to working in partnership with parents/carers as we recognise this as an important aspect of enabling children to achieve their potential. We aim to provide user-friendly information and aim to work with them to support their children. We do this in a number of ways:

- SEND review meetings are held between the SenCo, Class Teacher and parents on a termly basis;
- In some instances the school might seek to draw up a home-school agreement to best support the child and family;
- Staff acknowledge the importance of parental knowledge and expertise in relation to their own child;
- Home-School Books provide a communication link for pupils brought to school by taxi;
- Meetings can be arranged with any member of staff via the school office or staff can be emailed directly. However, face to face meeting are often preferred and an initial point of contact should be the SenCo, Mr Sadler.

Dis-application and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to dis-application or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. In exceptional circumstances we may decide that modification or dis-application is the correct procedure to follow. We would only do this after detailed consultation with parents and possibly the Local Education Authority / SEND Officer. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or dis-application, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or dis-application of the National Curriculum, or elements of it, through an Education Health Care Plan formerly Statement of Educational Needs.;
- Section 365 of the Education Act (1996). This allows the temporary modification or dis-application of the National Curriculum, or elements of it.

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Equality In accordance with the Equality Act 2010 we seek to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our Inclusion Policy is part of our commitment to the Equality Act and should be read in conjunction with our Equality Policy.

Monitoring and review

This policy is monitored by the governing body and will be reviewed annually.

Date of Issue: 17th January 2024

Issued by: Mr J Sadler

Date for review: January 2026