



# High March

## INCLUSION POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

| Useful Websites  |  |
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| <a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>                     |  |
| <a href="http://www.standards.dfes.gov.uk">www.standards.dfes.gov.uk</a> |  |
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# High March

## Inclusion Policy

### Introduction

Inclusion is a prominent principle of government policy at both a national and local level. Within High March we aim to implement this principle by focusing on individual well-being, encouraging pupil participation, celebrating achievement and viewing diversity as a rich resource to support the learning of all.

Inclusion is a constantly evolving process of change and improvement to make education more welcoming, learner-friendly and beneficial for a wide range of pupils. It is about reviewing and adapting policies and practices so that they respond to a diverse range of learners needs. As an inclusive school we identify and remove barriers to learning in order that pupils may achieve their potential.

Our inclusion policy underpins all other school policies. It ensures the provisions of all relevant Special Educational Needs, Disability and Equality Acts are implemented.

It is the aim of the policy to support the 5 outcomes of **Every Child Matters**, within the meaning of the Children Act 2004. It promotes strategies of:

#### *Being Healthy*

- Pupils will be supported through a variety of measures to ensure that they are mentally and emotionally healthy.

#### *Staying Safe*

- A safe and secure environment is provided to enable all learners to achieve their full potential.

#### *Enjoy and Achieve*

- Pupils of all abilities are supported to achieve personal and social development and to raise awareness of what constitutes bullying. (See Anti-Bullying Policy)
- We provide opportunities for all pupils to achieve their full potential regardless of educational need.
- We provide an environment where all pupils regardless of any physical disability can access the social and educational aspects of school.
- We encourage and support inclusive learning, gender, culture, academic, social and emotional needs.
- We ensure pupils for whom English is a second language have equal opportunities to achieve and reach their potential.

#### *Making a Positive Contribution*

- Where possible we involve pupils in decisions about their future role in school.
- We encourage positive behaviour in the community which shows respect for others.
- We provide confidence raising opportunities which enable pupils to deal positively with life changes and challenges.

### *Achieve Economic Well Being*

- We provide pupils with the preparatory life skills to enable independent living and economic well-being.

The SEND Code of Practice 2014 updated 2020 emphasises the importance of improving outcomes by establishing high aspirations and expectations for pupils with SEND regardless of their learning need or disability. It recommends that teachers should identify pupils' strengths and abilities, rather than focusing on their difficulties and limitations. At High March, we establish high, aspirational expectations and ensure that the pupil maximises their learning potential.

### **The Principles**

The following principles underpin the High March policy:

- We include and educate all pupils in a community in which they are encouraged to show respect for human rights. They are valued and listened to and are all expected to contribute to the wellbeing of others.
- We respect and value all pupils equally and we view the diversity of cultures and needs within the school as a resource.
- We regularly review the environment, buildings, rooms and resources in a way that makes our commitment to diversity and inclusion explicit and transparent.
- We aim to overcome physical and developmental barriers and offer all pupils access to an appropriate curriculum and social activities.
- We operate a non-selective intake.
- We safeguard all children and actively seek to remove any barriers to learning

### **Inclusion Statement**

At High March we recognise that there may be a diversity of individual needs including learning, health, behavioural, emotional and physical.

We provide an inclusive curriculum which meets the needs of all our pupils, including those with disabilities, neurodiversity, special educational needs, English as a second language and different cultural and ethnic backgrounds. Diversity is recognised and welcomed. All pupils have an equal opportunity to access all the School offers.

We have thorough monitoring and assessment of all pupils from Nursery to Year 6 which identifies pupils which may have additional needs or SEND. Adjusted provision is agreed and reviewed to ensure that the pupil is fully included in lessons and in the wider school environment. Some pupils may be referred to other outside agencies such as Behavioural Optometrists, Occupational Therapists and Child Psychologists. Pupils in the EYFS are monitored and may also be referred to outside agencies, such as Speech and Language, Occupational Therapy or paediatric clinics.

Pupils for whom English is an additional language may have specific learning needs to enable them to access the curriculum. We are conscious that the need to learn

English is not a special need in itself, but may or may not be associated with another individual need they may have.

We aim to provide for pupils who are More Able and recognise that they may need special provision to cater for their individual needs. (See More Able Policy)

### **Promoting Our Inclusive Environment**

In order to promote and achieve an inclusive environment for pupils overcoming a barrier to learning and participation for all:

- We ensure the early identification of need through on-going assessment. This is followed by careful planning and evaluation of our individual learning programmes. (See Learning Support Handbook)
- The Holistic Register takes into account pupils with medical problems, dietary needs, audio and visual difficulties, left-handers, dyslexic and dyspraxic tendencies, speech and language difficulties, ADHD and Autistic spectrum and pupils who have languages other than English.
- We actively and creatively seek pupils' views and provide advocacy for those pupils not yet ready to formulate their views. Pupils' views and opinions are also specifically expressed at Pupil Council meetings.
- We ensure that high expectations of pupils are established and specific, achievable learning intentions and targets are evident and written in a pupil friendly way.
- We plan for teaching and learning so that pupils are increasingly able to make choices, decision, express opinions and pursue interests. (See Teaching and Learning Policy)
- We have a wide range of extra-curricular activities to enable all pupils to show talents, success and interest in many different areas.
- We have a consistent system of rewards and, where necessary, sanctions.
- We provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff.
- We endeavour to work in partnership with parents/carers and the pupils to provide opportunities, choice and a response to diversity.
- We employ a catering company that considers and reflects our diverse community and tastes when providing a healthy lunchtime meal.
- We encourage flexibility in rules, routines and curriculum. Every care is taken to ensure that all pupils experience the full range of curriculum activities.
- We implement class, group and individual educational planning and resources for all pupils as appropriate to their identified needs.
- We encourage visitors from the local community, use local facilities and attend functions in local venues.
- We plan for displays, celebrations, events and educational programmes to reflect our diverse community.
- We value specialist advice and support from a variety of professional services and work to ensure prescribed programmes of work are implemented in school, if required.

- We constantly review the use of the timetable in order to promote inclusive learning.
- We value the variety of learning styles and consider these as a basis for our chosen style of teaching.
- We have parent representatives from each class to ensure we have parent participation and views.
- There is a Parent Representative on the Governing Board who represents the views of parents.
- We look for opportunities to forge links with the wider world to provide our pupils with knowledge of the rich diversity of cultures.
- The use of ICT in the curriculum enables students with developmental coordination disorder and dyslexic difficulties to use a medium that supports and encourages them. Touch typing courses enable our students to use the computers more effectively.

## Roles and Responsibilities

The Headmistress:

- Oversees all school practice to ensure the principles of inclusion are implemented effectively throughout the School.
- Ensures specific procedures for the support of pupils identified as requiring additional support are effective, to ensure they have equal access to school provision at a level appropriate to their ages and stages of development.
- Reports to the Proprietors and Governors on the effectiveness of inclusion.

Staff, in brief:

- Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for the School as a whole. It is the definitive responsibility of teachers to provide for children with SEND in their class and to ensure they have access to a broad and balanced curriculum.
- All staff are responsible for helping to meet an individual pupil's specific needs and for following the School's procedures for identifying, assessing and adapting provision to meet those needs.
- All staff have a responsibility to share in identifying specific requirements presented by individual pupils. Class teachers ensure the curriculum is differentiated, adaptive and delivered in an inclusive way and that any resources required by pupils to access the curriculum are provided. Class teachers complete a 'concern form' if they believe a child requires support.

The Head of Learning Support (SENDCO), in brief:

- Oversees the day-to-day operation of this policy
- Liaises with and advises other staff
- Assists with the identification of pupils with SEND
- Carries out detailed assessments and observations of pupils with specific learning problems

- Co-ordinates adjusted provision for pupils with SEND, and for those children without a diagnosed SEN, for example additional group provision such as a Nesy spelling and reading or handwriting group.
- Supports class teachers in devising strategies for reasonable adjustments in the classroom, including providing appropriate resources and materials for use with pupils with specific needs, for example, wobble cushions or sensory chew pencil toppers.
- In partnership with pupils, parents and specialists draws up Learning Success Passports with targets that are specific, measurable, attainable, relevant and time-based (SMART). The passport records additional needs and additional provision for individual pupils.
- Carries out interviews with pupils with additional needs so that their 'Pupil Voice' is heard. In an informal 'chat', the child is able to express their views about their strengths, areas they find challenging and the best ways to support them. The information feeds into the Learning Success Passport.
- Liaises with parents of pupils with additional needs so that 'Parent Voice' is heard. Via a questionnaire, parents contribute directly to their child's Learning Success Passport. Parents have the opportunity to share their views about their child's strengths, challenges and priorities for support.
- Communicates with parents to keep them informed of their child's learning through email, telephone, video conferencing, face-to-face conversation and Learning Success Passport reviews.
- Liaises with outside agencies, arranging meetings and providing a link between School and external agencies.
- Maintains the School's SEND register and records.
- Contributes to the in-service training of staff.
- Supports the Learning Support specialist staff.
- Meets termly with the SEND Governor to report and inform of policy, practice, procedure and compliance.

The Learning Support Teachers, in brief:

- Work with class teachers (Years 1 to 4) by providing 1 hour of support to pupils who require additional support in the core subjects.
- Work with the English and Maths departments (Years 4, 5, and 6) by providing 1 hour of in-class support or working with pupils requiring additional maths support.
- Work closely with class teachers to support pupils with additional needs.
- Work with the Head of Learning Support to create Learning Success Passports for individual pupils in order to meet their additional needs.
- Communicate with parents to keep them informed of their child's learning through email, telephone, video conferencing, face-to-face conversation and Learning Success Passport reviews.

## Monitoring

- Staff meet regularly to discuss an individual pupil's development and progress.
- Staff share expertise, both informally and at formal planning, faculty and whole staff meetings and in staff training.
- Achievement is monitored, tracked and analysed for effectiveness and inclusion.
- Parents of pupils with a concern are informed and the pupils are assessed quickly and are given additional support, if necessary, with the agreement of the parent.
- We review resources and provision of equipment on a regular basis to ensure that each pupil has the necessary support for learning.
- Health and Safety is on every Whole School Staff meeting agenda.
- We ensure pupils with medical conditions have the correct medicines in school and on school trips.
- We ensure that pupils with neurodiversity, such as ADHD and those on the autistic spectrum are in a group with fewer pupils on school trips to ensure their safety.
- Our policies and practices are reviewed regularly.
- The SMT monitor planning and teaching to oversee school progress, achievement and improvement in inclusion practices.

## Links with Other Policies and Documentation

- Admissions Policy
- Anti-Bullying Policy
- CPD Policy
- Curriculum, Teaching and Learning Policy
- Display Policy
- Equal Opportunities for Pupils and Parents
- Equal Opportunities for Staff
- Holistic Register
- Incident records
- Learning Support Policy and Handbook
  - Procedures and practice for identification and support of individual needs
- More Able Policy
- Professional Development and Review Policy
- PSHE and Relationships Policy
- SENDA Policy
- Staff Training records
- Upper School and Junior House Provision Map
  - Pupils receiving additional provision, including those with SEN and one-to-one learning support lessons
  - Pupils who have been assessed by external professionals