



## Inclusion Policy



# Inclusion Policy

We believe that this policy should be an overarching one that is true to the school's vision and aims. It makes clear the importance of; leadership, the culture within the school, as well as policy into practice. Our inclusion policy is linked to other school policies; teaching and learning, equal opportunities, disability equality, gender equality, health and safety, positive praise and reward and anti-bullying, child protection, sex and relationships, racism equality and admissions.

It is the aim of the policy to support, the 5 outcomes of Every Child Matters.  
It promotes strategies of...

- **Being Healthy** e.g support to help children to be mentally and emotionally healthy
- **Staying safe** e.g school is a safe place to learn and achieve
- **Enjoy & Achieve** e.g all children have access to Quality First Teaching and intervention programs regardless of any physical disability, gender, culture, academic, social and emotional needs.
- **Making a Positive Contribution** e.g involving children in decisions about their future role in school and encouraging positive behaviour
- **Achieve Economic Well Being** e.g prepare children with skills for life and independence

## Inclusion Statement

We recognise that there is a diversity of special needs, which may include learning needs, health/ physical needs or emotional needs. We aim to be fully inclusive and break down barriers to learning.

Pupils for whom English is an additional language may require specific language support to access the curriculum. It must be remembered that this is not a special educational need in itself. We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs.

The Ashwood Multi Academy Trust recognises the importance of developing and sharing good practice within its partner schools.



## Quality First Teaching

At Thrybergh Primary School, we believe that high quality teaching results in effective learning. We acknowledge that people learn in many different ways and when planning, teachers take into account the variety of learning styles pupils may have, as well as their starting points for learning. This universal support means that we can meet the needs of most children in the class through appropriate differentiation. Staff aim to include visual (seeing), auditory (listening) & kinesthetic (doing) elements in each lesson. Lessons have a clear learning objective that is shared with the children. They are clearly linked to previous and future learning. Teachers provide opportunities for pupils to review their learning. They use modeling and effective questioning to support and extend learning. They involve all pupils and expect high standards of behaviour.

At times, learners may encounter barriers to learning which will slow their rate of progress and impact on their attainment. Our assessment systems will ensure early identification of these and we will consider whether there may be special educational need that we need to address.

## Special Educational Needs and Disabilities and Classroom Based Support

Special Education Needs and Disabilities may include specific difficulties such as dyslexia, dyspraxia, dyscalculia, Autism Spectrum Conditions, Sensory impairment, ADHD or Mental Health Needs. In addition, children with speech and language difficulties or medical needs may be placed on the SEND register, where these impact on progress and attainment. School have a graduated response to such needs.

Whilst the majority of children at Thrybergh Primary make good progress through access to quality first teaching, we recognise that some children may require additional support to 'catch up and keep up'. Termly pupil progress discussions often identify learners whose rate of progress has stalled. Teachers will then plan a programme of classroom based support which will be recorded on the class provision map. If a Special Educational Need or Disability (SEND) is recognised, we will meet with the parents / carers of the child to discuss our concerns and plan a programme of support. This forms a SEND support Plan – similar to the class provision map, but personalised to the child.

'SEND Support' targets might include further personalised differentiation, small group support, interventions such as Talk Boost, Talking Partners, Phonics catch up programmes, adapted programmes for maths or group interventions for Speech and Language. Where children require further intervention, we might take advice from different agencies and might include Learning Support Programmes, Fisher Family Trust Literacy or other 1:1 packages, such as specific speech and language therapy or Behaviour Interventions. The outcomes of any intervention is tracked and monitored to ensure that children are receiving timely and high quality support. Termly review meetings are held, involving parents/ carers, teaching assistants and class teachers, other professionals and where possible, the child. The results of any intervention are shared and new targets are discussed.



## Support for Vulnerable Pupils

At Thrybergh Primary, we aim to meet support the emotional and behavioural development of our children through our provision. Our Learning Mentors are based in the Learning Mentor Room. This room is equipped to provide a calm and supportive environment for the most vulnerable of our children to meet their complex learning and /or behavioural / emotional/ social needs. Learning Mentor Support is offered at Thrybergh Primary in a number of different ways.

- Support for parents/carers
- For vulnerable children experiencing barriers to learning
- Developing social skills by providing positive role models through staff and peer group mentoring
- 12 o'clock club (in the library) which provides opportunities for children to achieve success during less structured times
- Ensuring maximum attendance for each child by working closely with families to ensure children attend school every day, including home visits when necessary
- Classroom based and/or withdrawn support for both individual and small group work
- Liaising with outside agencies to provide a co-ordinated approach to support parents and children, linking with safeguarding

## Support for Pupils with English as an Additional Language

We are committed to help EAL children learn English. We seek support and advice where relevant and match our resources to the specific needs of individuals. Children who are EAL learners and also have an additional SEND are helped towards accessing their learning by a variety of methods alongside their peers.

## Support for Pupils who are Gifted or Talented

We aim to meet the individual needs of all children and provide appropriate challenge in all areas of the curriculum. We identify our gifted and talented pupils through careful study of progress information, as well as using teacher's professional judgment. We provide enrichment and extension opportunities which are relevant to the needs of our gifted & talented pupils in all year groups. We recognise and support those children whose attainment or potential attainment may be greater than that of their peers. We use our class provision maps to track and plan targets to meet the needs of children who may be gifted and/or talented.

## Management of Inclusion

Each member of the school has an important influence on the education and welfare of the child, however it is the class teacher's responsibility to ensure that the needs of all the children are met.

The role of the SENCo is to co-ordinate support for children on the Inclusion register. The SENCo will usually become more closely involved when a child moves to SEND Support, but is a source of support and expertise for the class teachers at earlier stages. The SENCo can advise on appropriate targets and interventions to meet learners needs and will maintain an overview of both the SEND register and the class provision maps. All records are considered to be confidential and are only accessible to concerned professionals and parents/ carers.



## **Management of Inclusion**

The Headteacher, Senior Leadership Team and SENCo will review the needs of the teaching and support staff and provide INSET via external courses and school based training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET. The school's Governors have statutory responsibilities outlined in the Special Needs and Disabilities Code of Practice. They are responsible for providing a named Governor responsible for SEND provision. They are required to report annually to parents on the fulfillment of the school's Inclusion Policy.

## **Accessibility**

The SEN and Disability Act 2001 makes it unlawful for schools and LA's to discriminate against disabled pupils for a reason relating to their disability without justification. Thrybergh Primary School aims to cater for the full range of ability and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents/ carers and professionals involved that alternative arrangements would be more suitable. The school buildings are accessible by ramps. The buildings have disabled toilet facilities. The school has staff qualified in Emergency First Aid and able to administer medication with appropriate parental permission.

## **Working with Parents & Carers**

Positive parental involvement is important for the success of all children but it is particularly important for children with Special Educational Needs or Disabilities. In accordance with the Code of Practice, parents and carers are involved right from the start. They are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings. We hold termly Consultation Days, where class teachers and parents share information and discuss individual children's needs. We also offer informal meetings where we discuss interventions eg Talk Boost or LSS catch up programmes. Pupils are given the opportunity to express their views and comment on their success. Regular meetings are held to provide information to parents at specific times in their children's lives. i.e . transition between Key Stages, SATS, school trips.

## **Complaints**

If any parent feels that the school is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

## **Policy Review**

Thrybergh Primary Inclusion Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes the policy will be reviewed on a two yearly cycle.