



A.I.M. HIGH at



Aspiration. Inspiration. **Motivation.**

Inclusion Policy

Policy written	September 2020 Reviewed January 2023
Agreed by Governors	February 2023
Next Review	February 2026
Head teacher	Mr S Wright 
Chair of Governors	Mrs E Scorer 

Introduction

At Whitby Heath Primary School we value the individuality of all of the children in our care. 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 for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Inclusion is ensuring equality of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation. Inclusion is about considering how pupils are helped to learn, achieve and participate fully in the life of the school. Inclusion does not mean that all learners necessarily learn the same way or together, but that practices are adapted to take account of all learners' individual needs.

Aims and objectives

As defined in the Report of the Teaching and Learning in 2020 Review Group: "Put simply personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate."

At Whitby Heath, we are an educationally inclusive school, in which the teaching and learning, achievements, attitudes and well-being of every young person matter. We are committed to providing an appropriate and high-quality education to each child. We believe that all children, including those identified as having special educational needs and / or disability are entitled to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We recognise that pupils learn at different rates and that there are many factors which can influence achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We actively seek to remove the barriers 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 who may be represented within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Children who are at risk of disaffection or exclusion.

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 pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. 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.

When the attainment of a child falls significantly below the expected level, teachers enable the children to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the children shows particular aptitude.

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;
- 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.

Equality

Whitby Heath Primary School aspire to encourage all children to have high aspirations about their learning and potential achievement. The school track and monitor the progress of each pupil, to identify needs as they arise and to provide support as early as possible. Pupils' attainment and progress is also monitored by gender, special educational need and disadvantaged pupils

The school raise awareness, tolerance and understanding of others' beliefs, cultures or lives through the curriculum, in particular through PSHE and RE to ensure that all pupils perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/ carers. In PSHE we teach our children to recognise how hurtful it can be to be excluded from a group situation and to realise the nature and consequences of discrimination, prejudice or harassment and how to respond to it.

The curriculum offer encompasses equality as Whitby Heath aim to provide full access to the curriculum through adapted planning by class teachers, SENCO, and support staff as appropriate. Teaching methods and styles take account of the needs of pupils from different groups and encourage positive attitudes to both sexes, all races and disabilities. Staff work in such ways as to avoid the isolation of the children they are supporting, and to encourage peer tutoring and collaborative learning, encouraging children to support each other and appreciate each other's achievements no matter what their starting point.

Whitby Heath are focused on securing high standards of attainment for all pupils, ensuring that pupils are treated with respect and supported to achieve their full potential. The school's tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group which is typically linked to those children on pupil premium.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Accessibility

Whitby Heath Primary School aims to cater for the full ability range 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 and professionals involved that alternative arrangements would be more suitable.

School buildings are on one level and accessible by ramps. The building has disabled toilet facilities. The school has a number of staff qualified in First Aid and are able to administer medication with signed parental consent. When trips and residential are scheduled, they are planned in advance and staff ensure they are accessible by all.

In regards to equality of access to information; we adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. In addition, we also provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing. We are fortunate enough to have access to ICT facilities as a recording tool.

SEN Identification. Assessment and Record keeping

Identification

Our School recognises the significance of early identification of pupils with Special/EAL needs and works closely with parents and professionals already involved with pupils on entry to school. Identification is supported by a number of strategies both formal and informal. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Parents are fully involved during the process.

Teachers respond to children's needs by:

- monitoring the progress of pupils in the 4 broad areas specified in the SEND code of practice - communication and interaction, cognition and learning, behaviour, social emotional and mental health difficulties and sensory and/or physical disability
- planning to develop children's understanding through multi-sensory learning opportunities
- helping children to manage their behaviour and to take part in learning effectively and safely
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Assessment

All children are continually monitored and are assessed termly through our tracking platform; Educater. We ensure we note their progress in regards to academic achievements as well as learning behaviours and their social, emotional development. Actions are taken at the earliest opportunity to support pupils through class-support and/or interventions in order to address any needs. We work with children and their families from the beginning of this process.

If parents believe that their child has a special educational need we will discuss this with them, monitor and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Community Paediatricians, Mental Health Support Team, Educational Psychology, Speech

Therapy, Autism Team or CAMHS. We will always share the findings with parents and in consultation plan the next steps to best support their child.

The role of the SENCO is to support and advise colleagues regarding suitable interventions and approaches through a graduated response. The SENCO also works closely with the Head teacher to discuss the additional provisions for pupils with special educational needs which includes the deployment of additional adults across the school.

Pupil's progress will be tracked at a number of levels by:

- The class teacher/TA responsible for the delivery and monitoring of individual SEND Targets
- Termly reviews of their individual SEND targets by the class teacher.
- Completion Pupil Profile.
- Regular meetings between the SENCO and the Head teacher.
- Annual Top Up Funding / EHC Plan Reviews
- Use of school's tracking and monitoring process conducted half termly.

We support children in a manner that acknowledges their entitlement to access the same learning experiences that their peers enjoy. Wherever possible, we try to avoid withdrawing children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or 1:1 outside the classroom.

Additional Funding

Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, SENCo, with class teacher and parents, will complete the relevant paperwork for Additional Pupil Funding known as Element 3 Top Up Funding. The Local Authority will decide whether Additional Funding is needed. Where top up funding is allocated, the school must meet the requirements set by the Local Authority and is typically given on a one year basis. Alternatively the school can request an Education, Health and Care Assessment from the Local Authority when, despite an individual programme of sustained intervention, there remains a significant cause for concern. This will be based on the graduated response of Assess, Plan, Review and Do and typically over a period of at least two terms. The process of an EHC Application is around 20 weeks. Parents can also put in an EHC Application. If EHC is successful, an annual reviews will be held to monitor and report on progress towards short and long term outcomes based on the child's individual needs.

Success Criteria

Each child's needs may change over time. This policy, along with the SEN policy, ensures that curriculum planning and assessment for children with special educational needs takes into account of the type and extent of the difficulty experienced by the child at any given time.

A pupil's success can be measured by:

- Their completion of SEND targets.
- Progress up through the Educater
- Movement up through the EAL steps/stages.
- A reduction in the quantity of support required in order to continue progressing.
- Achieving their National Curriculum targets.
- Achieving or over achieving their targets.

Whitby Heath annually analyse the data on the percentage of pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this analysis to help us review and plan our school development plan for the following academic year. The SENCo keeps the governing body and SLT updated as to the numbers of

pupils receiving special educational provision and the number of pupils with Top Up funding or Education Health Care Plans.

Record Keeping

The SENCo, Head teacher and learning mentor holds and updates SEN, pupil premium and EAL registers. The class teachers and the SENCo are responsible for the completion of all appropriate paperwork relevant to the SEN Support of The Code of Practice. The SENCo is responsible for completing the paperwork required for Element 3 'Top Up' /EHCP funding requests and annual reviews. All records are considered to be confidential and are only accessible to concerned professionals and parents.

Partnership with Parents

Positive parental involvement is essential for the success of all children but it is particularly important for children with Special Educational Needs. Parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings.

When we identify any special need in a child, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Policy Review

Whitby Heath Primary School Inclusion Policy will be reviewed as and when necessary to respond to any LA or Government requirements. The policies success is reflective of a reduction of pupils with low attainment as well as an increase in the proportion of pupils with special educational needs making accelerated progress (+3pts in Reading, Writing and Maths). In the absence of any such changes the policy will be reviewed on a three yearly cycle. The school complies with equality legislation and relevant codes of practice and these are implemented effectively across the school. This includes The Education Act 1996, The Equality act 2010 and the Disability and Discrimination Act 1995.

Policies linked to the Inclusion Policy:-

SEN
Accessibility
Administering medicines
Intimate Care
EAL