

Sunning Hill Primary School



Inclusion Policy

February 2024

Governing Body Review date: February 2026

Related Policies and documents:

- Special Educational Needs
- Assessment
- Equal Opportunities
- Behaviour Policy
- Bullying Policy
- Dealing with racial incidents
- Child Protection
- Physical Intervention
- Administration of medicines
- Health and Safety
- Pupil Premium Statement
- PSHE Policy
- SMSC overview

INCLUSION POLICY

Rationale:

Sunning Hill Primary School is committed to providing an appropriate and high quality education for all our children. We believe that all children, including those identified as having special educational needs and disability have an entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our school values support our commitment to inclusion. We strive for a school community where everyone feels welcome, safe and valued. This does not mean that we will treat all children in the same way, but that we will respond to children in ways which take account of their varied life experiences and needs.

Educational inclusion is a broad concept. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school. Different groups could apply to any or all of the following:

- girls and boys;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- children who need support to learn English as an additional language (EAL);
- children with special educational needs;
- gifted and talented children;
- children "looked after" by the local authority;
- other children, such as sick children, young carers, those children from families under stress and
- children who are at risk of disaffection and exclusion.
- Pupil Premium children

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their schooling, may experience difficulties which affect their learning and we recognise that these may be long or short term. At Sunning Hill Primary School we aim to identify these needs as they arise and provide support which enables every child to achieve their full potential.

Objectives

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers.

- We aim to make equality of opportunity a reality for all our pupils through our high quality curriculum.
- We aim to plan for individual needs encouraging the strengths and interests of our pupils.
- We aim to provide full access to the curriculum through differentiated planning.
- We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- We aim to enable all children to move on from us well equipped in the basic skills of literacy, numeracy and personal development to meet the demands of secondary school life and learning.
- We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.
- We will achieve educational inclusion by continually reviewing our practice.

How do we support inclusion?

Class Teachers and support staff ensure that 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;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that is delivered in a variety of ways;
- are encouraged to participate fully.

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Whole school actions support inclusion by

- Providing a curriculum designed to reflect the different cultures, religions and races
- The regular tracking of pupil attainment and the identification of any underachievement
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management
- The use of intervention programmes to support pupils
- Induction of pupils new to this country
- A consistent behaviour policy
- Addressing racism, sexism and bullying
- The involvement of parents and carers
- Involvement of outside agencies and specialists

How will we monitor inclusion?

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment through termly target setting meetings
- Monitoring and assessment schedule
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Lesson observations
- Talking to children and parents
- Teacher assessment
- Monitoring teacher's plans and children's work

Identification of pupils

Sunning Hill Primary School recognises the significance of early identification of pupils with Special Educational Needs and disability and English as an additional language (EAL) and work closely with other professionals. The SENDco, class teachers and support staff are all involved in identifying pupils.

Provision

1. Differentiated Curriculum Provision

In order to make progress identified children will receive an adapted curriculum. The adaptations may involve a range of access strategies.

2. Education, Health and Care Plan

(Explained in SEND Policy)

3. Pupils with English as an Additional Language

Pupils with EAL are supported by staff inside the classroom. Bilingual staff support children when needed.

4. Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased and used to support children where appropriate.

Looked after Children (LaC)

Children in public care will have targets set within a personal education plan (PEP). The targets will be set by the school, the carer and social services.

Working with Outside Agencies

Sunning Hill Primary School promotes the value of specialist advice and support from a variety of professionals.

The SENDco/SLT liaises with a number of outside agencies and specialists:

- Social Services
- Health Visitor/ School Nurse
- Paediatrician
- Occupational Therapy
- Educational Psychology
- Ladywood Outreach
- Speech and Language therapists
- Specific learning difficulties team

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- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- LEA advisors
- Aspire

Parents/carers are informed if any outside agency is involved.

Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if the child has SEND the SENDco may telephone the school to further discuss the child's needs. Children transferring to new schools will have records sent and the SENDco/class teacher will discuss these children with other schools on request.

The Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion who is Mr I Kala.

Working with Parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be 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. Pupils will also be given the opportunity to express their views and comment on their success.

Parents will have the opportunities to meet with their child's class teacher in a formal meeting twice a year.

Staff Development

The Senior Leadership Team will identify areas for development and provide training via external courses and in-school training.

Policy Review

This 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.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.