

Lodge Primary School



Inclusion Policy

‘Moving forward as community’

Signed:

Position:

Date:

Our vision for Lodge Primary School is

A school that works in partnership with the local community.
A place where each individual is respected and understood
An environment where everyone is encouraged and supported in achieving their potential.

Together we.....

Provide an atmosphere which promotes understanding, empathy, respect and harmony

Provide everyone with a strong sense of self worth

Recognize and value the differences in everybody

Work together to ensure everyone meets their full potential

Ensure the opinion of everyone is valued and considered

Support and care for each other

1 Introduction

Lodge Primary School's fundamental aim is to be an inclusive school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity is a reality for our children. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and disabilities (SEND)
- Those who are higher able
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection or exclusion
- Pupil premium children

This policy has been developed in response to local and national initiatives which support inclusive learning including Sandwell LA guidelines, the Codes of Practice outlined in the SEN and Disability Act (2002), the DDA (2000, 2005), the Human Rights Act (1995), the Children Act (2004), Education Act: The Green Paper – Excellence for all (1996), Raising Barriers to Achievement (2004).

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils including the SEND policy, EAL policy, Teaching and learning policy, Behaviour policy, Anti – bullying policy, Admission and attendance policy, Equal Opportunities, School Access plan, Physical restraint policy, SIP and LA Inclusion and SEND policy.

2 Aims and objectives

The school aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching and learning opportunities which make learning challenging, enjoyable and successful
- Provide equality of educational opportunity
- Foster a culture of tolerance and acceptance of all, mutual respect where all are valued

The school will:

- Ensure implementation of government and LA inclusion recommendations
- Ensure the school's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated; learning and participation and provide appropriately to meet a diversity of needs
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise, value and celebrate pupils' achievements, however small
- Work in partnership with parents / carers in supporting their child's education
- Guide and support all staff, governors and parents in inclusion issues.

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

- Do all our children achieve as much as they can?
- 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 our actions effective?

3 Inclusive Provision

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be

experienced by any pupils regardless of age, ability, gender, ethnicity, language and social barriers and the maximising of resources to reduce these barriers.

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all our classes are mixed ability, the school and individual teachers have the flexibility through differentiation to set smaller ability groups, within their classes, for specific aspects of the curriculum or pupils may be withdrawn for individual or small group focused interventions. 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.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching through differentiation reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupils' learning resulting from missed or interrupted schooling for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils (see SEND policy).

When planning and delivering inclusive teaching and learning, we set high expectations and provide opportunities for all pupils to achieve. This is informed by a system of tracking pupil achievement each half term at individual class Pupil Progress meetings in order to ensure that pupils do not underachieve or fail to reach their potential through a system of interventions.

We manage interventions through:

- Collecting data from CT
- Identifying non movers
- Setting up Pupil Progress meetings which the Inclusion leader attends
- Setting targets for non movers of all abilities

- Putting in place intervention programmes with the English and Maths Leader to match pupils to appropriate interventions either Wave 2 or 3 delivered by teaching and teaching support staff
- Pre- intervention testing and collecting data
- Timed intervention
- Post intervention testing
- Data collection by CT
- Pupil Progress meeting

4. Inclusion Roles and Responsibilities

The Inclusion Leader, currently Mrs Beverley Munn will;

- Work positively with all members of the school community to promote inclusion
- Induct new staff in the school's commitment to inclusion
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion
- Monitor the inclusion policy and report annually to the governing body on its effectiveness
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching support staff through appropriate professional development
- Purchase appropriate resources
- Work with key staff and class teachers to monitor pupil progress;
- Put in place a programme of wave 2 and wave 3 interventions to meet pupil needs
- Attend pupil progress meetings
- Provide time for liaison between class teachers and teaching assistants
- Line manage teaching support staff in school
- Liaise with parents;
- Support smooth transition of pupils with key staff across Key Stages;
- Co-ordinate the involvement of external specialist provision as and when necessary for example Inclusion support, Education Welfare, Child Protection officer
- Keep the Head teacher and governors regularly informed about inclusive provision in the school.

Teaching staff will:

- Take responsibility of for the learning of every pupil in their class though differentiation
- Ensure additional support is planned for and delivered as appropriate
- Provide support and planning for support staff
- Liaise with support staff about in and out of class interventions
- Create a stimulating learning environment where children feel safe and relevant risk assessments are made
- Set targets for learning including IEPs, ILPS and ensure pupils achieve their targets and make appropriate progress in every lesson
- Provide parents with relevant information
- Ensure all school policies are adhered to

Teaching support staff will;

- Liaise with class teachers about in and out of class interventions to ensure they are clear about their role and to promote pupil learning
- Have resources ready as appropriate to the pupil they are supporting and use them effectively
- Keep up to date documentation of the progress of children they are supporting
- Plan effectively for interventions with practical activities following intervention programme
- Carry out the duties and responsibilities as directed by the Inclusion leader
- Maintain relationships with parents
- Support class teachers in delivering an inclusive curriculum

Parents have a fundamental role to play in helping their children to learn. They are seen as partners in the educational process. Parents will:

- Be supported by school in all areas of inclusion
- Inform school if there are issues which affect the performance or behaviour of their child
- Promote a positive attitude towards their children's learning
- Support the school in implementing school policies
- Support their children with home learning
- Contact the Inclusion Leader if they have any concerns about inclusive educational provision

Children will:

- Engage in and evaluate their own learning
- Have a positive attitude to school life and all aspects of their learning
- Come to school on time, every day
- Be organised and prepared to learn

Governors will:

- Identify an Inclusion governor – M Jeavons
- Ensure that the Inclusion governor regularly meets with Inclusion leader
- Monitor the standards of Inclusion across the school
- Ensure relevant policies are in place

5 Review

The policy will be reviewed annually by the Head teacher, SLT, Inclusion Leader and Governing Body.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion, which ensures:

- a dedicated teaching team working in collaboration with teaching support staff;
- strong support from parents, carers and governors;
- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all pupils;
- that pupils' views are valued, and the pupils' voices are listened to;
- clear and consistent whole-school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;
- the school is a community resource for learning and leisure activities for all

Reviewed: Feb 2021

Next review: Spring term 2024