

Inclusion Policy



ST. MARTIN'S
CE Primary School

www.stmartinsprimary.com

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1. Mission Statement

St. Martin's CE Primary School is committed to providing high quality education for all children living in our local area. We believe that all children, including those identified as having special educational needs, pupils from vulnerable groups, and gifted and talented pupils should have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included and enriched in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We follow guidance from various documents on this such as SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001, September 2014) DfES 2013, Ofsted Section 5 Inspection Framework 2012, Equality Act 2010, Education Bill 2011, Children and Families Bill 2013 and Children and Families Act 2014.

St. Martin's Primary is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will 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 believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We work to ensure all vulnerable pupils are well catered for. We pay particular attention to the provision for and the achievement of the following different groups of learners:

- Girls and boys,
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Pupils whom are entitled to Free School Meals or those who have been in the last 6 years
- Learners with special educational needs
- Learners who access the Oasis
- Those who have a disability
- Those who are gifted and talented
- Those who are looked after by the local authority
- Any learners who are at risk of exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

2. Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- To ensure that all pupils attending the Oasis (Special Resource Provision) are well integrated into the life of the mainstream school.

3. Provision Management

All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, The Academy Trust, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

4. Management of Inclusion

The Headteacher and the Governing Body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the SENDCo, with responsibility for Inclusion. The SENDCo is responsible for reporting regularly to the Headteacher, who in turn provides a termly update to the Governing Body. The Governor with responsibility for inclusion will report on the on-going effectiveness of this inclusion policy.

The Headteacher has responsibility for raising the attainment of pupils with EAL or whom are Gifted and Talented and works alongside the Senior Leadership Team to ensure provision for Pupil Premium is appropriate and promotes progression. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The SENDCo is the manager of the Oasis, driving forward the vision for the provision as well as deploying resources and providing training opportunities for staff. The SENDCo meets weekly with the Inclusion Team to ensure all members are fully informed with the latest developments, both within school and nationally. In addition, SENDCo also meets half termly with the Frays Academy Trust Inclusion Partnership Board, to share good practice and complete a variety of cross moderation activities, to ensure consistency.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of special educational needs, EAL and G&T. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times. Staff are provided with regular opportunities to receive training regarding inclusion and develop their own inclusive practices.

5. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- Self-review their progress and set new targets
- Monitor their success at achieving the targets on their Individual Education Plan (where appropriate).

6. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers at every opportunity. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing- up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

7. Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

8. Links to other Policies

This policy acts as an umbrella to a number of other policies in school. These are:

- Equality Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection Policy
- Looked After Children Policy
- The Oasis SRP Policy
- Behaviour Policy
- DfE SEND Code of Practice