



Rooted in the community – growing for the future

Inclusion Policy

Written March 2018, updated June 2021

Adopted at Governing Body on 14th March 2018, and updated and approved on 15th June 2021 as recorded in the PPP Committee minutes and signed by the Chair of

Governors, Antonia Nicholls:

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This policy is due for review by June 2024

All our policies should be read in conjunction with our Shire Oak Values and the principles and practices detailed in our Equalities Policy.

Shire Oak C of E Primary School Inclusion Policy

Introduction

Shire Oak is an inclusive school. We welcome all children, including those with physical disabilities and medical needs, and will make whatever adjustments we can in order to meet those needs. Our aim is for all children to make the best possible progress through high quality teaching and learning. We provide all children with a broad and balanced education that meets their particular needs. We strive to teach in a way that is sensitive and appropriate to the backgrounds of all children.

While we aim to provide effective learning opportunities for all children, some children have additional needs which require more targeted provision. This policy sets out how we work to achieve that, describing provision for disadvantaged children, for children whose first language is not English (EAL), and more able children within our school, as well as how we support girls and boys, children of different races, and children looked after by the local authority.

Information about our arrangements for children with Special Educational Needs and Disabilities (SEND) is contained in our SEND Policy, our SEND Local Offer and Information Report, and our Supporting Pupils with Medical Conditions and Needs Policy. The school works closely with the Local Authority to fulfil the SEND Code of Practice 2014. This is done through our school offer and the Leeds local offer. Children with learning difficulties are identified promptly by the school and the SENCo (Special Educational Needs Coordinator) works closely with parents and teachers to make sure the child's needs are met. The school is also able to access many support agencies in order to support children with specific challenges.

We also recognise other barriers to learning. Children who are not in school will miss out on learning. Our Attendance and Punctuality Policy and Procedures document explains how we address this. Children's behaviour affects learning. Pupils who have social, emotional or behavioural challenges can be supported by our Learning Mentor, our Nurture Leader, or other staff. Our Behaviour and Anti-bullying Policy explains our approach in more detail. Children need to feel safe at home and at school to learn well. Our Child Protection Policy sets out how we safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Many other different things can present barriers to an individual children's learning. For example children who are young carers, whose families have been affected by bereavement, or who are refugees may need additional support. Children from non-traditional families, or who are dealing with issues around their own sexuality may be vulnerable to teasing or bullying. Children from different faith groups may need special arrangements to accommodate their religious observance and practice. We work hard to be sensitive to any such barriers to learning and to make sure that each child achieves their full potential. Our curriculum celebrates diversity and challenges stereotypes and we act to prevent homophobic bullying, in order to create an open-minded and tolerant community.

1- Provision for disadvantaged children

Shire Oak serves a diverse area and our expectations [and ambitions] are high for all pupil groups and individuals. We do not equate socio-economic deprivation with low ability. We receive funds via the Pupil Premium to help us give extra support to children who are, or have previously been, in receipt of free school meals, have parents in the armed forces, or

children who are looked after (i.e under the statutory care of the local authority). It is intended to help schools to remove barriers to learning which circumstances may create for children and their families. We are, rightly, judged on how we spend this money by the impact on the achievements of these children but at Shire Oak Primary all pupils, including the most disadvantaged, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

We are conscious of the need to avoid labelling children and some of the activities we use, such as participation in the Leeds Philosophy Exchange Project, are delivered on a whole class basis but we know they are particularly valuable to disadvantaged children. Other interventions, such as from our specialist Numbers Count teacher as well as other teachers and support staff, help individual children in specific areas. We also use Pupil Premium funds along with our Opportunities Fund to subsidise school trips and other enrichment opportunities according to need. All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into our programmes of study and interventions. We use other professionals' research findings along with our own trialling and self-evaluation to make sure we allocate the funding to activities that are most likely to have an impact on achievement.

Arrangements for co-ordinating and monitoring appropriate provision for disadvantaged children

The Inclusion manager will

- Monitor the achievement of pupil premium pupils and proactively use this information to inform the planning of provision
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources to improve outcomes for disadvantaged children
- Monitor the quality of teaching and learning for pupil premium pupils and work with colleagues and pupils to set targets for improvement
- Report regularly to the governing body
- Supply an annual report on the spending and outcomes of the pupil premium grant

2- Provision for children with English as an additional language (EAL)

The DfE defines a pupil with EAL as a child who was exposed to a language other than English or to more than one language (which may include English) during early development. Such a child is defined as having EAL irrespective of the child's current proficiency in English and therefore encompasses pupils who are fully bilingual and all those at different stages of learning English.

Pupils with EAL may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to the UK at some point earlier in their childhood;
- Born in the UK, but regularly exposed in home or community settings to a language other than English.

Consequently each child with EAL will have different individual strengths and needs and therefore need different types and levels of provision.

2.1 Objectives

- Pupils with EAL should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development;
- The school should help pupils with EAL integrate into the school, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated. This should be made clear in our communications with parents.
- All pupils with EAL are actively involved in their own learning
- Parents are involved as partners in their child's education and development.

2.2 Arrangements for identifying children's needs, monitoring progress and co-ordinating appropriate provision for children with EAL.

The EAL Co-ordinator (which is the Inclusion Manager if not separately appointed) will:

- Ensure that pupils with EAL are identified at (or as soon as possible after) entry, initially assessed using the Bell Framework within two weeks of joining the school and re-assessed at least once per year.
- Keep an up to date EAL register and ensure that relevant information is passed on to staff working with each child (including staff responsible for undertaking the school census). The register includes those children whose families have already identified them as having EAL and those where staff are awaiting confirmation from families that this is the case.
- Monitor as a specific group the achievement and welfare of all pupils with EAL and use this information to inform the planning of provision.
- Provide school staff with guidance and support relating to effective teaching approaches and materials for pupils with EAL.
- Support class teachers to develop positive relationships with parents of children who have EAL and provide information to them about strategies for supporting their children, including promoting the use at home of languages other than English that children also know.
- Ensure that in termly Pupil Progress meetings between the senior leadership team and class teachers, the progress of children with EAL is regularly discussed and further strategies and provision may be identified.

EAL provision is a whole school responsibility. Class teachers should:

- Be aware of the pupils on the EAL register.
- Make themselves aware of each child's relevant background experiences and specific needs.
- Celebrate with their class the skills of people learning in different languages.
- Specifically assess children with EAL using the Bell Framework (with the support of the EAL Coordinator) on entry to school and at least once a year.
- Plan their teaching to support language development.

2.3 Provision

Pupils with EAL will often thrive in our school's language enriched classrooms but exposure to English alone will not usually be sufficient to ensure continued progress for bilingual learners beyond the initial stages. An EAL pupil can reach the BICS (Basic Interpersonal Communicative Skills) stage within 2 years of exposure to English, but may take a minimum of 5 years and usually longer to acquire CALP (Cognitive Academic Language Proficiency) to the level of their peers. Teachers must therefore remain aware of the need for explicit teaching of academic language and plan to provide this.

Sometimes such children will therefore benefit from shorter term, specifically targeted interventions (such as Same Day Interventions, perhaps focusing on verb tense or use of definite/indefinite articles). Sometimes meeting children's needs will require a longer term programme of support working with class teachers, teaching assistants and other staff. This is most likely to be the case with children in KS2 who have been assessed as A or B in any of the Bell Framework indicators and the appropriate provision (such as one to one targeted interventions with an appropriately trained and supported teaching assistant twice a week) will be determined through discussion between the class teacher, EAL Co-ordinator and Inclusion Manager.

3 - Provision for more able pupils

At Shire Oak we believe in providing the best possible provision for all our pupils. Our commitment to Growth Mindset methodology ensures we do not set a limit on our expectations for individual children. Indeed, with good teaching and lots of practice, the vast majority of children can achieve the objectives from the national curriculum. Teachers and staff work hard to tailor learning opportunities so that our children are challenged and make good progress. This can be done through differentiated learning activities, differing levels of support, extra challenges and opportunities, as well as encouraging children to constantly improve and produce their best work.

Children who are ready for extra challenge may be asked to make links between subject areas (using and applying knowledge, skills and understanding in new contexts), may be given extra opportunities to delve deeper into an area of learning, or, on occasions, maybe given work from the next steps along (e.g. "harder work" usually given to older children).

We recognise that children may have talents, passions and aptitudes across the whole curriculum and beyond. Often we provide enrichment or extension activities to promote their skills and talents further. The school holds regular activities across the curriculum including focus weeks, visitors and sports coaches in school. We also run a number of extra-curricular activities including music, arts and sports.

4.1 Arrangements for co-ordinating and monitoring appropriate provision for able and talented children

The Inclusion manager will

- Monitor the achievement of able pupils and proactively use this information to inform the planning of provision
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for more able and talented pupils
- Monitor the quality of teaching and learning for more able and talented children and work with colleagues and pupils to set targets for improvement
- Report regularly to governors as part of inclusion monitoring and evaluation

- Suggest use of the Opportunities Fund, where appropriate, to enable a child to pursue a talent or skill.

4 - Provision for boys and girls

We understand that there is still widespread discrimination and persistent gender inequality in society. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage. We expect all staff to promote equality of opportunity for girls and boys and challenge other professionals and visitors if they fall short of this expectation.

Our zero tolerance approach to sexism is enshrined in our behaviour code, which give a 'Straight to 5' consequence for sexist incidents.

4.1 Arrangements for co-ordinating and monitoring appropriate provision for boys and girls

The Inclusion manager will

- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources that suit the needs of boys and girls
- Provide information to raise awareness among children and adults of gender equality issues occurring inside or outside the school environment
- Ensure that gender issues are considered when selecting teaching and learning topics, acquiring resources, or making changes in the School's organisation or environment
- Monitor pupil participation and achievement by gender, within the curriculum and in extra-curricular activities, including physical activities and creative and performing arts, and take steps to address any inequalities
- Report regularly to governors.

The Senior Leadership Team will

- Monitor behaviour and discipline and ensure that procedures, rewards and sanctions used are appropriate and effective for boys and girls.
- Monitor any harassment or bullying of pupils by gender, and take steps to address any inequalities

5–Provision for children of all races, including those from Black and Minority Ethnic backgrounds (BME)

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality. Promoting race equality and raising the achievement of black and minority ethnic pupils is the responsibility of the whole school staff, including support staff. Pupils will share in the development and promotion of race equality statements, particularly through groups like the School Council and Year 6 Leaders and be made aware of how it applies to them. We will draw on the skills of parents and local communities in producing resources and the school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school.

5.1 Arrangements for co-ordinating and monitoring appropriate provision for children of all races, including those from black and minority ethnic backgrounds

The Inclusion manager will

- Provide professional guidance and continuing professional development for all staff to ensure that teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- Provide information to raise awareness among children and adults of race equality issues occurring inside or outside the School environment
- Ensure that the selection of teaching and learning topics and resources available reflects the multi-ethnic nature of our society
- Monitor pupil participation and achievement by race, within the curriculum and in extra-curricular activities, including physical activities and creative and performing arts, and take steps to address any inequalities
- Report regularly to the Pupil, Parents and Partnerships sub-committee of the governing body
- Teachers will be made aware of current concerns regarding the underachievement of particular groups

The Senior Leadership Team will

- Monitor behaviour and discipline and ensure that procedures, rewards and sanctions used are appropriate and effective for children of all races.
- Monitor any harassment or bullying of pupils by race, and take steps to address any inequalities

6 – Provision for Looked after Children

A Child Looked After (CLA) is a child or young person up to their 18th birthday who is either accommodated by, or in the care of the local authority. There are many reasons why a child becomes looked after including: the death of parents, the child has experienced or is at risk of significant harm; or the child is or was experiencing neglect. Looked after children may be placed with foster carers (including in kinship arrangements with family and friends), in residential care homes, in secure accommodation or with prospective adopters. Some children may be placed with parents under a Supervision Order. However, children living in private fostering arrangements are not looked after.

School will ensure there is a named designated Looked after officer who will

- Help establish and maintain the ethos regarding looked after children of the school
- Set up systems to monitor and record the progress of all looked after children.
- Facilitate effective communication with all parties involved.
- Monitor each child's achievement and ensure that they have the support they require within school
- Complete termly data and reports and submit to the Virtual school system.
- Ensure in conjunction with the social worker there is a PEP in place with appropriate targets and class teachers are kept up to date.

7. Review, evaluation and monitoring

This policy will be reviewed regularly by the governing body as part of its cycle of policy reviews. In addition to monitoring by the Inclusion a Manager and SLT, the governing body also monitor and evaluate the implementation and effectiveness of the policy and provision in several ways.

Annually it receives reports including comparative national data on the attainment and progress of disadvantaged children, of those with special educational needs and disabilities, and of other groups discussed above for whom such national data are available. Termly 'school data' reports to Teaching and Learning Committee on children's progress and attainment include similarly disaggregated information. Attendance, behaviour and child protection are standing items on the Pupils, Parents and Partnerships Committee agenda.

Nominated governors for specific areas meet termly with lead members of staff. At the time of writing the relevant roles are held as follows:

- Inclusion manager: Marcelle Maver
- SEND co-ordinator: Sara Mitchell
- Looked after officer: Marcelle Maver
- EAL co-ordinator: Ian Martin
- Designated child protection lead: Jane Astrid Devane
- Other designated staff for child protection: Jane Hinchliffe, Marcelle Maver, Lawrence Nash and Sara Mitchell.
- Equalities governor: vacant
- SEND governor: Charlie Stobbart
- Child protection governor: Charlie Stobbart
- Looked after children governor: Charlie Stobbart

(In the case of governor changes the Chair of Governors or Clerk can advise who the contact is.)

Summary

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of all children raising achievement and enabling participation in the full life of the school.

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