

Inclusion Policy – Highfields Primary Academy

Key Information

Head of Academy	Mrs Lucy Carlisle
Inclusion Lead / SENCo	Miss Jo Bridge
Is the Inclusion Lead a member of SLT?	Yes

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. This policy will ensure that this happens for all children in our school, regardless of age, gender, ethnicity, attainment, ability or background.

Aims and objectives

We are an inclusive school, therefore we strive to achieve equality of opportunity for all our children. We make this a reality through the attention that we pay to the different groups of children in our school including:

- Girls and boys
- Minority ethnic and faith groups
- Children with language needs
- Children with learning needs and disabilities
- Gifted and talented children
- Children with medical needs.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet all children's needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

The National Curriculum is our starting point for planning a curriculum that meets the needs of specific pupils and groups of children. We do this through:

- Setting suitable learning challenges (targets).
- Overcoming potential barriers to learning (through the emotional/pastoral care, and intervention programmes and support in and out of class by the Inclusion Team).
- Providing other curricular opportunities outside the national curriculum to meet the needs of individuals or groups of children.

We offer a broad and balanced curriculum and use Cornerstones as a starting point for our cross-curricular work. This offers a diverse range of learning opportunities, which engage a

range of learners, seeking to maximise their personal strengths across the curriculum areas e.g. art, geography, science, English, RE.

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

- Do all our children achieve and progress 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?

Teaching and learning styles

We aim to give all our children the opportunity to succeed, therefore, when planning their work, teachers take into account the abilities of all their children and respect the fact that they:

- Have different educational and behavioural needs
- Require different strategies for learning
- Acquire and assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Teachers aim that all children:

- Feel secure and know that their contribution is valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Gifted and talented children

Gifted children have a broad range of achievement at a very high level and talented children may excel in one or more specific skill, but not necessarily across all areas of learning.

We plan to meet the needs of gifted and talented children by:

- Early identification
- Enrichment activities that broaden a particular skill or knowledge area
- Challenge boxes in class and differentiation
- Enquiry based learning with challenges to develop critical thinking skills.

Children who need language support

Children in our school may come from homes where:

- English is not used

- English is not the only language used
- English is used as the second language between family members who do not speak the same language.

In order to plan for language learners in our school we:

- Plan opportunities for meaningful interactions between peers
- Plan for frequent interactions between adults and individual children
- Ensure that children feel confident to “have a go” without fear of failure
- Provide 1-1 and small group support in and out of the classroom, tailored to the needs of the children.

Definitions used at Highfields are:

A Native English Speaker refers to someone who has learned and used English from early childhood. It does not necessarily mean that it is the speaker's only language, but it means it is and has been the primary means of concept formation and communication.

Bilingual refers to someone using or able to use two languages, especially with equal or nearly equal fluency.

English language learners are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in the English language. Generally speaking, English-language learners do not have the English-language ability needed to participate fully in society or achieve their full academic potential in schools and learning environments in which instruction is delivered largely or entirely in English.

Children with medical needs

If a child has a medical need that requires support in school, staff will work with parents, children and professional involved to ensure that the child has access to support for their medical need. We will work with all parties to ensure that the child can access the curriculum as fully as possible.

Working in Partnership with Parents and Carers

Parents are fully involved at every stage and the views of both parents and pupils taken into account. We understand the importance of the whole child, and we value parent’s input in terms of the experiences they have at home with their children as this can be vital in understanding and supporting children. Parents are involved in bi-annual parent’s evenings and this provides an opportunity to discuss children’s progress and needs. Parents are also involved in any planning meetings or reviews, either by attending or having their views shared.

Children’s views and learning styles are also taken into account when considering what type of support would be appropriate.

Complaints

If parents have concerns or questions regarding their child, we would advocate discussing this with the class teacher initially. If parents have on-going concerns they should then contact the school Inclusion Lead (Miss Bridge). The Inclusion Leader will be able to provide support to resolve any concerns.

For any complaints parents are able to contact the Inclusion Lead and Head of Academy who will log any complaints so that it can be investigated. Serious complaints may then be referred on to the school academy trust (DELTA) or the LEA.

Links with Other Services

Effective working links are maintained with:

Attendance & Pupil Welfare Service: Contact number: 01302 736504 or email welfare.service@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Community Therapy Team (Speech and Language & Occupational Therapy) Contact Number- 01302644959

School Nursing Service.

Related policies

Special Educational Needs - Local Offer

Access Policy

Equality and Diversity Policy

SEN Policy