

Holy Trinity Rosehill CE (VA) Primary School



Inclusion Policy

INCLUSION POLICY

Holy Trinity Rosehill (VA) CE Primary School aims to identify and remove barriers to learning and strives to create an environment in which every child is encouraged to reach their individual potential.

*Providing an education of the highest quality within the context of Christian belief and values
Promoting creativity across the curriculum*

Aim

All Anglican schools aim to serve the whole of the local community. To do this Holy Trinity Rosehill (VA) CE Primary School aims to be an inclusive school. Inclusion is a central component in the ethos of the school – a view that every child is unique in the eyes of God and that we encourage every child to reach their potential.

We view inclusive practice as a means through which a child's whole experience of school is positive and that true inclusion should be an aspect of everything the school does; it is part of the fabric of the school.

Holy Trinity Rosehill CE (VA) Primary School is committed to reviewing and evaluating its practices, systems and curriculum provision to ensure it remains as fully as inclusive as possible.

Inclusion

At Holy Trinity Rosehill CE (VA) School, inclusion means:

- Valuing all children and staff equally;
- Increasing the participation of children in, by reducing their exclusion from, the curriculum, activities and communities of our school;
- Viewing the differences between children as resources to support learning, rather than problems to overcome;
- Restructuring the cultures, policies and practices in the school so that it can respond to the diversity of children in the community;
- Reducing barriers to learning and participation for all children, not only those with impairments or those who are categorised as 'having a special educational need';
- Learning from attempts to reduce barriers to learning and participation of particular children and so make changes for the benefit of children more widely;
- Improving school for staff and other adults, as well as children;
- Fostering sustaining relationships between school and communities;
- Recognising that inclusion in education is one aspect of inclusion in society.

Developing Inclusive Practice

Holy Trinity Rosehill CE (VA) Primary School aims to meet the needs of all our children. We view inclusion as part of our overall improvement strategy and acknowledge it as part of everything we do. We hold the view that our school is about helping all children to learn regardless of factors such as gender, special educational need, disability, social and cultural backgrounds, ethnicity and linguistic background.

We view inclusion as planning provision for every child and making sure their educational experience allows them to maximize their individual potential.

We view inclusion as a means of developing respect for others and of showing their worth.

We believe that as an inclusive school we should:

- share and promote an inclusive ethos;
- implement all reasonable systems and physical changes necessary to support inclusion;
- provide a broad and balanced curriculum for all pupils;
- implement systems for the early identification of barriers, including discrimination, to learning and participation;
- have high expectations and set suitable targets for all children.

Developing an Inclusive Culture within the School

We aim to create a secure, respectful, accepting, collaborative, stimulating community in which everyone is valued. An important aspect of this is the 'sense of community' and the agreeing of shared values and practices supportive to inclusion amongst staff, pupils, Governors and parents.

We consider the educational needs of our children, and their physical and emotional needs. We develop trusting relationships and try to be aware of changes in family circumstance / personal problems.

Providing a Broad and Balanced Curriculum

Holy Trinity Rosehill CE (VA) Primary School has a responsibility to provide a broad and balanced curriculum for all children. The curriculum guidance states that, in planning and teaching, teachers have responsibility for:

- Setting suitable learning challenges.
- Responding to children's diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

Applying these principles should keep to the minimum the need for aspects of the curriculum to be disapplied groups of children.

In planning and teaching teachers at our school strive to give due regard to the following principles:

Setting Suitable Learning Challenges.

- Teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.
- For children whose attainment falls significantly below expected levels, differentiation in curriculum content should be matched to the needs, age and requirements of the individual.
- For children whose attainment significantly exceeds the expected level of attainment teachers will need to plan suitably challenging work.

Responding to children's diverse learning needs.

- Teachers should set high expectations and provide children with opportunities to achieve.
- Planning should take into account the wide variety of groups that exist within the school and should offer a range of approaches to teaching and learning to enable all children to take part fully and effectively.
- Teachers should ensure they meet the full range of children's needs and should be aware of requirements as detailed in school policies.
- In order that children are incorporated in an inclusive school teachers should take specific action to respond to children's diverse needs by:
 - Creating an effective learning environment.
 - Securing children's motivation and concentration.

- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment opportunities.
- Setting targets for learning.

Strategies to Overcome Potential Barriers to Learning and Assessment

Some of the children at Holy Trinity Rosehill CE (VA) Primary School will have particular learning and assessment requirements that are beyond the normal provision of the school. If not addressed, these requirements could create barriers to learning. They are more likely to arise where a child has a special educational need or disability or when English is an additional language.

Children with SEN

In many cases the action necessary to meet the needs of children with special educational needs will be met through the differentiation of tasks and be consistent with the school based intervention as set out in the SEND code of practice (2014). (See SEND Policy)

Teachers should provide children with SEND with access to learning by:

- Providing for children who need help with communication, language and literacy.
- Planning where necessary, to develop children's understanding through firsthand experience.
- Planning for children's full participation in learning, in physical and in practical activities.
- Helping children to manage their behaviour, to take part in learning effectively and safely.
- Helping children to manage their emotions and to take part in learning.

Children with disabilities

The school has developed an Accessibility Plan which outlines the school's medium and long-term plans in relation to making the school more accessible to people with disabilities. The school intends to address physical issues associated with disability, access and provision as well as develop INSET opportunities to raise teacher awareness.

Not all children with disabilities will have a special educational need. Many children with disabilities are able to learn alongside their peers, with little need for additional resources beyond aids that are part of their daily routine.

Teachers should enable the effective participation of children with disabilities by:

- Giving appropriate time to allow for the satisfactory completion of tasks.
- Planning, where necessary, for the developing skills in practical areas of the curriculum.
- Identifying areas of the curriculum that may present specific difficulties for individuals.
- Ensuring access to appropriate resources.

Children Who Are Learning English as an Additional Language

Children for whom English is an additional language have diverse needs in terms of the support necessary in English language learning. Planning should take account of factors such as the children's age, length of time in this country, previous educational experience and skills in other languages.

Teachers should help children who are learning English as an additional language by:

- Developing their spoken and written English.
- Ensuring access to the curriculum and to assessment.

High Expectations and Target Setting

The School takes great care to analyse and review data and information concerning all members of our school community. The RAISEonline document offers one starting point for this but is supplemented with more regularly school-generated data such as baseline assessments, foundation stage attainment tracking, termly assessment tracking through SPRINT and SAT's data.

Detailed analysis of this data in each cohort allows targeting according to specific needs and groupings.

This data supports our inclusion philosophy. We can identify and support children in aspects of their education that may previously have gone un-noticed. We can target and support specific children with early intervention and extension projects which are intended to support the raising of attainment standards.

Inclusion in the 'Hidden Curriculum'

While in school, children experience much more than just the taught curriculum. There are clubs and before and after school care facilities on-site. There are sports and other activities held during the day that children can opt into or are selective due to number restrictions. Children, of course, have periods during the day of free time when they can play with friends or by themselves. Children can complain of being excluded from other children's activities at this time. Children may be monitors in class and be awarded stickers, golden ribbons, gold stars and golden time in recognition of good work, behaviour or effort. As a Church school we are determined in our presentation of daily collective worship and in delivering other faith-based activity, including RE lessons and theme days. Parents may, and some do, exercise their right to withdraw their children from these activities.

At holy Trinity Rosehill CE (VA) Primary School we do not exclude children from these opportunities either, because of any of the factors listed earlier in this policy nor because of cost and difficulties parents may have in paying for participation.

Therefore, we will:

- Consider issues of inclusion when planning and preparing all school-based activities.
- Consider issues of inclusion when planning off-site and out of hours activities to ensure that all children can access the provision.
- Require outside providers to consider the issue of inclusion and to make reasonable steps to accommodate any children who need modified provision.
- Consider inclusion issues when developing policies, and in particular the behaviour policy.
- Ensure information about the cost of activities is in line with our charging and remissions policy.
- Set aside money in the school budget and in the school special fund to support the cost of participation by children whose parents may be unable to pay, inline with the same policy.
- Use PSHE time to address issues of inclusion in social situations.
- Train support staff, in particular lunchtime supervisors, in supporting children who feel excluded.
- Monitor the distribution of rewards and recognition.
- Regularly review the withdrawal of children from collective worship.
- Provide alternative, themed activity for children withdrawn from collective worship.

Monitoring

We will know that the policy is working when we see all activities in the school, whether before, during or after the school day and whether on or off site, fully involving children from every group within the school. To monitor the effectiveness of the policy we will need, therefore, to track participation and success. All tracking data systems allow school to do this for academic achievement. (See Assessment Policy)

Exclusions will always be reported to the LA and the Governing Body so that they can question any inclusion issues.

Behaviour concerns will be considered in the light of any inclusion factors.

Parental feedback on inclusion is always valued.. The outcome will be reported to Governors.

Policies linked with Inclusion

All policy documents, both curricular and non-curricular reflect the school's inclusion agenda and several key policy documents should be read alongside this policy:

Special Educational Needs Policy;

Policy for Gifted and Talented children;

Single Equality Policy;

Behaviour Policy;

Disability Discrimination Act Response; and the
Accessibility Plan.

These policy documents offer a vision that surrounds our inclusion philosophy. They exist to address the needs of specific groups and individuals within our school and offer an awareness of the systems, strategies and procedures that we endeavor to use in order to meet the needs of very specific members of our school population.