



Inclusion Policy

Brierley CE (VC) Primary School

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

General Statement

This inclusion policy has been approved by the staff and governors of the school. Every member of the school has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource that supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, talents and personal qualities.

Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching that makes learning challenging and enjoyable.
- Provide equality of educational opportunity.
- Supports the development of all vulnerable groups to narrow the gap between their learning and national expectations.

Objectives

- Ensure implementation of government inclusion recommendations.
- Ensure all staff implement the school's inclusion policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to 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 school staff, governors and parents in inclusion issues.
- Meet the needs of the more able pupils.

Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimisation of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Co-ordinating inclusion

The SENCO is the Inclusion Coordinator. Their role is to:

- monitor the inclusion policy and report annually to the governing body on its effectiveness
- monitor and assess inclusive provision
- identify barriers to learning and provide staff with appropriate strategies
- share inclusive expertise with, and support the professional development of classroom teachers and TAs
- purchase appropriate resources

- monitor pupil progress
- liaise with parents
- co-ordinate cross-phase cross-school transition
- co-ordinate external specialist provision

The Inclusion Coordinator is responsible for keeping the Head teacher regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive Provision

The school offers provision to meet the diversity of pupils' needs.

Where classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for English and maths.

Additional in-class support is provided by TAs. This additional support is targeted at individual pupils and small groups of pupils aimed at closing gaps and catching up.

Appropriate support is given to pupils with emotional and behavioural difficulties.

Computers are available to support learning and are located in classrooms. A significant number of laptop computers and i-Pads are available to SEN pupils for use in classrooms.

All children have opportunity to participate in extra curricular activities

Pupils can benefit from the activities designed specifically with inclusion in mind eg:

- Sports clubs – designed to help pupils to learn sports skills and work as a team in cooperating with their peers and making friends whilst playing games.
- Reading Buddies – encourages the enjoyment of reading between different age groups and introduces a range of genres to the children.
- Dance and gymnastics clubs – keep fit and exercise class – promotes shared participation in a range of fun and active dance routines.
- Sewing club – skills of persistence and perseverance are a focus for development, this helps children to apply such skills in their learning.

Specialist provision

- Additional support for pupils with literacy, speech and language and communication difficulties as well as more able pupils. This provision is delivered by TA's and teachers both in and out of the classroom.
- All pupils with any difficulty in accessing the curriculum will have an assessment made in order to apply for the appropriate provision being made for the pupil concerned.
- A number of staff are trained to deliver the thrive programme which is aimed at developing self esteem and confidence.

External support:

- Educational Psychologist
- Education Welfare Officer
- Communication and Interaction
- Learning and Cognition
- Speech and Language Support Service
- Physiotherapy
- Occupational Therapy
- Behaviour Support Team
- Advisory teachers for: Specific Learning Difficulties, Autistic Spectrum Disorders, Sensory and Neurological difficulties, Downs Syndrome
- Support from the Advisory Teacher for pupils with Specific Learning Difficulties.

Resource allocation

Budgetary consideration is given to resourcing on an annual basis.

The SENCO organises and plans the amount of additional in-class and external specialist support required by pupils at School Support and with an EHC Plan. The pupils at School

Support are covered from within the school's existing budget and receive in-class support and or direct small group teaching.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

All teachers monitor and review pupil progress using agreed assessment procedures. (See Assessment Policy).

In order to ensure accurate assessments are made, teachers termly moderate and standardise samples of pupils' work and achievements across the curriculum in school and within the local collaboration.

Underachievement is identified as early as possible through teacher referral and additional assessment using PIPs and Optional SATs Information.

Pupils are set individual challenging targets that address areas of underachievement.

Pupil progress is monitored and reviewed half-termly with assessments taking place termly

The school's reward system of commendations, and certificates for outstanding work and performance, effort, and improved behaviour contribute to raising pupil self-esteem and motivation.

Any pupil of particular concern will have a school-based assessment in order to ascertain the nature of the difficulty and the provision needed.

The tests used are:

- Interventions assessments – Catch up
- Termly NFER reading and maths assessments
- SATs Assessment at Year 2 and Year 6
- Ongoing assessment of foundation subjects
- Phonics testing in Y1 and Y2
- Statutory Multiplication testing in Y4
- On-going teacher assessment

Professional development

The Head Teacher oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LA, national and regional training courses, seminars and networks that relate to inclusive educational practice. Staff attending any courses

are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.

Parent partnership

The knowledge, views and first-hand experience that parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the INCO if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. Parent, Pupil, Teacher Consultations are held twice a year that focus on English Writing, Reading, Mathematics and Science as well as 'Attitudes to Learning'. In the summer term they have the opportunity to discuss their child's key stage plan, which looks at progress over the year and forthcoming transition.

Our parent support advisor fosters and supports this partnership, helping to improve communication and understanding for all families and address attendance matters and specific issues of accessibility a child may have.

Evaluation

The inclusion policy is reviewed every two years. Policy evaluation focuses on

- establishing how far the aims and objectives of the policy have been met;
- how effective the inclusion provision has been in relation to the resources allocated;

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