



Inclusion Policy



Date to be reviewed: Dec 2021

Rationale:

Penpol School is committed to providing an appropriate and high quality education to all our children. Inclusion is about creating a sense of belonging for all pupils where they feel valued, successful and happy.

We believe all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Penpol School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest standards in all areas of the curriculum. We do this by taking into account the pupils' varied life experiences and needs. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims:

Penpol School aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our pupils.

We aim to involve parents/carers at every stage in plans to meet any additional needs of their child.

We believe every child deserves full access to the curriculum through a differentiated approach, where appropriate, using highly effective teaching and learning strategies and well-trained support staff to ensure all children reach their full potential.

We pay attention to different individuals and groups of children within our school:

- Girls and boys
- Pupils from minority faiths, ethnicities, travellers asylum seekers, refugees
- Children who need support to learn English as an additional language (EAL)
- Children with additional learning needs
- Children with special educational needs
- More able children
- Pupils who are subject to Child Protection or Child in Need plans
- Pupils who are at risk of disaffection or exclusion, young carers, children from families under stress
- Pupils with emotional and behavioural difficulties

How do we ensure inclusion across the school?

Teaching and learning:

Our teachers plan a curriculum and sessions that meet the specific needs of individuals and groups of children. Teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to the school which influence the way they learn.

Teachers plan using this knowledge of the individuality of the pupils and therefore each child can take part in lessons fully and learn effectively using a variety of strategies.

The SENDCO works with the teachers and teaching assistants to ensure they have up to date and relevant knowledge on any pupil who has specific educational needs – see *monitoring section*.

Teachers and support staff ensure that all children:

- Feel secure and know their contributions are valued

- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Have a common curriculum experience that allows for a range of learning styles
- Learn in an effective and creative learning environment
- Have challenging targets that enable them to succeed
- Have the opportunity to take risks in an organised way and sometimes fail, so they need resilience and in order to solve the problem
- To complete creative learning tasks which have an open-ended element that encourages multiple outcomes, use of personal learning styles, choice and collaborative learning opportunities

Children who have Specific Education Needs, where appropriate, have access to:

- Well planned differentiated learning objectives and success criteria
- Practical learning opportunities focusing on engagement and a specific learning outcome
- Extra adult support to allow engagement with whole class learning as well as individual learning episodes, where appropriate
- Additional visual clues to aid understanding and knowledge
- Working alongside mixed ability groups and different peer groups
- Specialised targets from their EHCP planned and provided for

Whole school actions support inclusion by:

- A curriculum designed to reflect different cultures, religions and races and one which is challenging and provides enrichment
- A well planned and delivered PSHE curriculum which educates children about bullying – including racism and homophobia
- Any racist or homophobic incidents are reported to the Headteacher and Governing body and then logged on County system.
- Achievable targets for all pupils
- The regular tracking of pupil attainment and highlighting any under, or over, achievement
- Pupil progress meetings with individual teachers discussing the needs of individual pupils
- The use of intervention to support children through identification during whole class marking, specific focused group support or 1to1 sessions.
- The targeting of support to EAL students following specific speech and language targets supported by outside agencies.
- A consistent behaviour for Learning policy based on restorative justice, encouraging restoration of relationships with others and taking responsibility for own actions
- Regular Parent/carer meetings to discuss progress

Monitoring and identification

Every staff member is responsible for inclusion. Early identification, through monitoring, teacher observation, professional advice from outside agencies and parent

view, allows support to be offered quickly and effectively. A teacher can inform the SENDCO of any concerns regarding a child's learning and further assessments will take place.

To ensure continuing inclusion practise, the following strategies will be used:

- Regular tracking of attainment and monitoring trends in individual or groups
- Termly APDR meetings which involves feedback from teachers, reports from professionals and a face to face meeting with parents/carers and SENDCO. During this meeting targets are reviewed and new ones set where appropriate.
- Weekly Inclusion meetings with the Headteacher, Deputy Headteacher (Pupil Premium Champion) and SENDCO.
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Lesson observations
- Whole school training to ensure staff have up to date knowledge regarding strategies and recent research
- Monitoring of planning and children's books
- Provision maps for all classes detailing interventions used to support individual learning and progress
- Team curriculum planning meetings ensuring the provision of a broad and balanced curriculum
- Formative and summative assessments highlight individual children who are falling below the expected level of achieving or significantly exceeding the expected level. In both cases the child's next steps, and individual support, needs careful planning

Working with outside agencies

Penpol promotes the value of specialist advice and works closely with a variety of professional services. The SENDCO and SLT liaise frequently with a number of outside agencies:

- Social Services
- Educational Welfare Officer (EWO)
- Educational Psychology
- Autism Spectrum Advisor
- Speech and Language therapists
- Child and Adolescent Mental Health Service (CAMHS)
- Family support workers

Children with Disabilities

The Single Equality Act makes it unlawful for schools to discriminate against disabled pupils for a reason relating to their disability without justification.

At Penpol we are committed to providing an environment that allows children full access to all areas of learning, with support from outside agencies, to ensure all needs are met. The school site is wheelchair friendly and children have physical access to all areas of the school.

Teachers modify teaching and learning as appropriate to ensure children can work at the correct pace and level. Support staff who work alongside pupils will have the correct training to deliver any specific physical requirements.

If the school feel unable to meet the child's needs, this will be a decision reached in conjunction with the parents and the professionals involved.

We achieve educational inclusion by continually reviewing what we do and asking key questions:

- Do all our children achieve their best?
- 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?
- How are we involving parents/carers?

At Penpol we value each child as a unique individual and continue to strive to meet the needs of all our pupils.

Please refer to additional policies for further information:

Anti-bullying Policy for Pupils

Behaviour for Learning Policy

Managing Allegations Against Other Pupils Policy

Relationships and Safe Touch Policy

Relationships and Sex Education (SRE) Policy

Special Educational Needs and Disabilities Policy

Working with others