

Inclusion Policy



School Organisation
SEND Policy
Copy to all staff

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Lead Personnel: Headteacher / DHT
SENCO

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Introduction and Rationale

At Dane Royd School we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race, disability or social background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is of utmost importance.

It is the philosophy of the school to promote a highly positive ethos where all people are valued for themselves and what they are able to offer.

Aims

At Dane Royd School we aim to

- be an inclusive school where equality of opportunity is a reality for all our children.
- provide equal opportunities for all groups of children, including those with diverse needs.
- give children the opportunity to join fully with their peers in the curriculum and the life of the school.
- be a health promoting school where everyone has a right to be heard and where good mental and physical health is vital to high yet realistic achievements.
- safeguard the interests of all children and ensure that they achieve their full potential.
- to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible. These different groups include:

~ Girls and boys

- ~Children in receipt of Free School Meals or the Pupil Premium
- ~ Minority ethnic and faith groups.
- ~ Travellers, asylum seekers and refugees.
- ~ Children who need support to learn English as an additional language
- ~ Children with Special Educational Needs.
- ~ Gifted and talented children.
- ~ Children 'looked after' by the local authority.
- ~Disabled children
- ~ Other children ,ie sick children, young carers and those children from families under stress.
- ~ Any children who are at risk of disaffection and exclusion.

Roles and Responsibilities

At Dane Royd Junior and Infants School all staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to respect and individual help from their teachers and other staff.
- All children should have access to all aspects of the Curriculum.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Current Profile of the School

The majority of children and families of the school are of white British origin. In addition we have families living in our catchment area and beyond who choose our school who are from a non-white British background. There are also a number of children of mixed race and a number of families of European, Chinese, African and Indian origin. After examination of logs and discussion with staff we have identified that there are very few racist incidents in school. These are challenged if they arise. Children and staff welcome the diversity of the nationalities within the school as they enhance our understanding of other cultures. Our Ofsted report in 2013 praised our schools ethos of teaching inter cultural understanding.

The staff and Governing Body have shown diversity over the years in their representation. Currently we have staff and students who come from minority groups. We welcome representatives from different cultures and nationalities to our school.

There are no issues around behaviour connected to any particular group. Persistent absence patterns demonstrate that pupils with additional support within the Wakefield Continuum of need may have attendance issues. Pupils placed at Dane Royd through Fair Access and through admissions criteria due to family catchment schools being full also are more likely to have persistent absence issues. Therefore additional support is in place through partnership working with the LA Education Welfare Service.

From our attainment data it is clear that we have high expectations of all children and that all children from whichever ethnic group are achieving well.

Dane Royd is situated in an area with an extremely wide social mix, each section of society enriching life for the others. The children co-operate together and there is little trace of attitudes of distinction. There is reasonable stability in the community and most children stay at the school for their allotted time. There is however an issue of mobility for some children. There is an increasingly large number of rental properties in the area which lead to mobility of pupils. Children are admitted into school from the local area, parents chose to send their children to the school from adjacent authorities and families move into the area from a much wider area. There are some families and children who experience

difficulties and this has an impact on the children's learning and relationships. The behaviour policy takes account of children's emotional needs.

The school is physically easy to access being relatively new and having consideration made to this when it was extended. The governing body has an Access Plan which is adjusted to suite the needs of those adults and children who use the school and its grounds. All eventualities are catered for within the remit of the Disability Discrimination Act.

Policy, Planning and Review

It is crucial to the success of the development and implementation of this policy that staff, governors, parents and pupils are consulted. This consultation process will take place during staff meetings, TA meetings, governing body meetings, parents' meetings and school council meetings.

Monitoring, Reviewing and Evaluating School Policies

- As existing school policies are reviewed, under the schedule for review in the School Development Plan (SDP) the impact of these policies on pupils, staff and parents from all groups will be evaluated and reviewed
- This policy will be reviewed periodically as part of the policy review timetable for the school.
- New policies and procedures will take account of inclusive practice.

Curriculum, Teaching and Learning

In planning a curriculum to meet the specific needs of children we aim to:

- respond to the diversity of children's needs
- set suitable learning challenges
- overcome potential barriers to learning and assessment for individuals and groups.
- provide opportunities outside the National Curriculum to meet the needs of individuals and groups (including Speech and Language, Equality and Diversity, training for staff, working closely with other agencies).

We achieve Inclusion by continually reviewing what we do, through asking ourselves questions such as:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What do we do for those children who we know are not achieving their best?
- Are our actions effective?

We aim to:

- give all children the opportunity to succeed and achieve personally.
- take into account prior assessment and the interests of all children as well as the demands of the new National Curriculum when planning work.
- allow children to work at earlier stages if this is judged to be appropriate, particularly if there are profound learning difficulties.
- design activities which are in line with the child's individual needs, with the support of a 'supporting me to learn plan' if a child is identified as being on the SEN Register. This is if the attainment of a child is below age related expectations in line with the LA SEN matrix of identified need.
- use material from a later stage to extend the breadth and depth of work for a child or group where achievement exceeds the national age related expectations. The school strives for pupils to be

working at greater depth. Teachers will also use their personal knowledge of that child or group to plan interesting challenges, give additional responsibilities and independence or greater choice.

Teachers ensure that children;

- feel secure and know their contributions are valued.
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothes that are appropriate to their religious beliefs
- are taught in groups that allow all 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

Monitoring

We have continuous assessment of pupils to ensure they are achieving as much as they can and that they are deriving the maximum benefit (according to their individual needs) from what the school provides:

- All Lower Foundation children are assessed when they first start in Nursery and then termly according to the Foundation Stage Profile.
- All children have this assessment transferred to school when they enter Upper Foundation Stage.
- The children in Upper foundation Stage are assessed according to the Foundation Stage Profile.
- Children transferring from other schools have their records sent to the school. Individual teachers examine the records and make contact with the relevant school if necessary. Assessments are used to inform the school of any diverse needs the child might have.
- Year 2 take the SATs tests.
- Year 6 take the SATs tests and have teacher assessments results sent to the DfE.
- To monitor progress and attainment across the whole school termly pupil progress meetings take place between the AHT for curriculum and assessment, the supporting TLR teacher and the class teacher. Staff are expected to provide evidence of attainment and work scrutiny and moderation of outcomes takes place within this half day meeting.
- The results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- An assessment booklet of whole school pupil outcomes is produced termly for the SLT, with outcomes shared with year group staff. An anonymised version is created for Governors on the Standards Committee. Termly outcomes of pupil progress are shared at the full Governing Body meetings.
- All children are continually assessed in core and foundation subjects. A combination of national testing resources are used to standardise outcomes. The Suffolk reading test and PM Benchmarking is used in reading to support the understanding of a child's reading age and the level of texts they need to access.
- The Head Teacher and Senior Management Team monitors the general ethos throughout the school, including the attitude towards pupils in different groups, on a daily basis. It is the responsibility of all members of staff to be involved in.
- Records are kept of any incidents of a serious nature, including racial, homophobic, bullying incidents and copies are sent to the relevant body.

- The attendance of pupils is monitored constantly by the headteacher in conjunction with teaching staff and members of the office staff.
- The EWO is alerted if attendance becomes a cause for concern, The EWO visits the school monthly to monitor attendance.

Children with disabilities

Some children may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows all children full access to all areas of learning by:

- modifying teaching and learning as appropriate for these children. For example they will give more time for children to complete tasks.
- ensuring that they give children with disabilities the opportunity to develop skills in the practical areas of the curriculum.
- taking account of their learning and the equipment they use
- taking account of the effort and concentration needed in oral work, or when using for example, visual aids.
- adapting or offering alternative activities in those subjects where children are unable to manipulate tools or equipment.
- allowing opportunity for them to take part in Educational visits and other activities outside the classroom.
- Ensuring visually impaired and hearing impaired children have the appropriate resources and aids to use in school.
- using assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or disapply the national Curriculum assessment arrangements. The school policy is to do this only in exceptional circumstances. We support pupils to work towards achieving within the new national curriculum through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary we also support through working with the appropriate professional agencies and departments. In such cases, teachers work closely with these partners to support the child.

In exceptional cases we may recommend during the EHCP / My Support Plan Annual Review process that modification or disapplication is appropriate. We would only do this after careful consultation with everyone involved.

Should it be agreed that we go ahead we would do so through:

- Section 364 of the Education Act 1996. This allows for modification or disapplication of the National Curriculum or elements of it, through a statement of Special Educational Needs.
- Section 365 of the education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Disaffected Pupils

At Dane Royd School every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances. The school works closely with the Behaviour and Exclusion Support Team in Wakefield to ensure that appropriate support is put in place for pupils requiring it.

Partnership with Parents

Dane Royd School recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect. At Dane Royd School parents are encouraged to visit the school to discuss concerns with the class teacher and if necessary the Deputy or Head Teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

In implementing this policy the school ensures that:

- All children achieve their full potential
- Discrimination is challenged and diversity is celebrated and addressed across all areas of the curriculum
- Parental involvement is welcomed from all groups
- Racist and homophobic incidents and bullying are dealt with firmly and sensitively
- The Governing Body endeavors to reflect the school community
- All staff feel valued and are able to contribute fully to all aspects of the school's work
- We utilise the experience and expertise of pupils, parents/carers, staff, and members of the local community.
- We work in partnership with local groups and the LA for the good of all our children and families

In our school the teaching, learning achievements, attitudes and well being of all connected with the school are important. We follow the necessary regulations to ensure that we take the experiences and needs of all involved with the school into account.

