



## West Jesmond Primary School Inclusion Policy



### Our inclusion statement

At West Jesmond **everyone** is included.

This means...

- ❖ We learn differently, but we learn together.
- ❖ Everyone is treated fairly, as an individual.
- ❖ We celebrate and support each other.
- ❖ We are all different, but everyone is welcome in our West Jesmond family.
- ❖ We are listened to and we all have a voice.

**Be Inclusive Today and Forever!**

By the children of West Jesmond Primary School 2022

### **RATIONALE**

We want every child, member of staff and parent in our West Jesmond Family to have a strong sense of belonging and to feel that they are wanted, valued, happy and successful in our school.

We value the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking into account the children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all of our children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school support the highest achievement of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We recognise that children learn at different rates and that there are many factors affecting achievement. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At West Jesmond Primary we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

### **AIMS**

We aim to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. This means that equality of opportunity must be a reality for all. We make this a reality through the attention we pay to needs of the different individuals and groups of children within our school. Some groups and individuals may be more vulnerable and/or have more barriers to inclusion.

These include;

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

### Identifying Diverse Needs

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

- ❖ *Do all our children achieve highly across our curriculum and wider school life?*
- ❖ *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?*
- ❖ *Are we successful in preparing pupils to live in a diverse society?*

We identify needs through;

- Monitoring of the achievement and well-being of all our children and the quality/nature of the learning opportunities they are offered.
- Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of children.
- Correctly identifying and then seeking to overcome potential barriers to children's learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable children, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of children.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.
- Tracking and supporting the involvement of all children in the wider school life/extra-curricular opportunities

### Meeting the needs of all of our children

Our staff plan a curriculum (including the Personal development Curriculum) that aims to meet the specific needs of all children.

The classteacher is responsible for the learning and development of every child in their class and inclusion starts with high quality teaching for all children. When planning, teachers set high expectations and provide opportunities for all children to achieve. Teachers are aware that children bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all children can take part in lessons fully and effectively and ensure that to provide equality of opportunity through teaching approaches.

Class Teachers and support staff ensure that children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Have learning appropriately adapted to ensure all can achieve highly.
- Are taught in groupings that allow them all to experience success.

- Learn through a high quality curriculum that reflects 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.

### **EAL** (See EAL Policy)

Our main aim is for all EAL children to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

Teachers are supported by our EAL and Bilingual Lead to ensure teaching strategies meet the needs of children who are developing their understanding of English.

We believe that children learn English best when they are working collaboratively with English speaking children, so it is not our usual practice to withdraw children who are just beginning to learn English, however where needed children have additional support.

### **SEN**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning or in areas of personal development than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school aims for early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENCO of concerns regarding a child's learning.

The SENCO then ensures further assessment and support (Refer to SEN Policy for further details).

### **Children with Disabilities**

The school is committed to providing an environment that allows all children full access to all areas of learning, including extra-curricular clubs, visits and residential. Teachers modify teaching and learning as appropriate for all children. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the learning undertaken by children with a disability:

- Is adapted to ensure all children achieve highly and fully participate in all areas of the curriculum.
- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work or when, for example, using vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in all educational visits and other activities.
- Uses assessment techniques that reflect their individual needs and abilities.
- Takes account of children whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

### **Inclusion: All backgrounds and genders**

The diversity of our society is actively taught and reflected throughout our curriculum. Our PSHE and SMSC curriculum helps our children to understand their society and the differences and similarities between us.

Assemblies and whole school events regularly celebrate our diverse West Jesmond Community. All racist incidents or homophobic incidents are challenged and are recorded and reported to the governing body by the headteacher.

### **Staff Development**

We know that to meet the needs of all of our children we need to constantly improve in all we do in and out of the classroom. CPD targets to enhance our work form a part of annual Professional Development Reviews and training for individuals and all staff is a key priority within our school development plans.

### **Disapplication and Modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school governors with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with disapplication, we would do so through: Regulations under section 93 of the Education Act 2002 that allow head teachers to disapply all or part of the National Curriculum, including the statutory assessment arrangements, in order to meet an individual pupil's learning needs at a particular time.

### **Policy Review**

This Policy will be reviewed by the Inclusion Sub-Committee at the on a two-yearly basis.

Next Review September 2024