



BEECHWOOD

Primary School

**INCLUSION
POLICY DOCUMENT**

**JANUARY 2024
Spring Term**

Approved by: **Learning & Outcomes Committee**

Date:

Last reviewed on: **January 2024**

Next review due by: **January 2025**

INCLUSION POLICY

1. Rationale:

The Headteacher, staff and governors of Beechwood School aim to provide the best education for all pupils in a happy and caring environment. We are committed to giving all children every opportunity to achieve the highest of standards, regardless of age, gender, ethnicity, attainment, ability or background. Our curriculum is stimulating and challenging and success is achieved in partnership with pupils, parents, carers and other members of the community.

2. Aims:

We aim to be an inclusive school. This means that equality of opportunity is a reality for all our children. We achieve this through the attention we pay to each individual's needs, coupled with close monitoring of the achievements of groups within the school, for example:

- Girls and boys;
- Pupil Premium/Non-Pupil Premium ;
- Minority ethnic and faith groups;
- Children with special educational needs;
- Most able children;
- Children at risk of disaffection or exclusion.

We aim to achieve inclusion through continually reviewing what we do, asking ourselves key questions:

- Do all our children achieve as much as they could?
- Are there differences in achievement of different groups of children?
- What are we doing for those children who we know are not achieving their full potential?
- Are our actions effective?

We aim to give all our children the opportunity to succeed. Therefore, when planning teaching and learning opportunities, teachers take into account the abilities and learning styles of all children and respect the fact that they:

- Have educational aspirations and behavioural needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

When attainment of a child falls significantly below the expected level, teachers enable the child to progress by planning work that meets the child's individual needs and which is different from, or additional to, normal differentiation.

When a child's attainment significantly exceeds the expected level, teachers use materials that are sufficiently challenging to match the ability of the child and to extend their development. This approach aims to enrich and broaden learning opportunities.

The Foundation Stage is the starting point for planning a curriculum that meets the needs of specific pupils and groups of children. We do this through:

- Offering home visits for all pupils new to our Foundation Stage;
- Holding transition meetings for those with identified additional needs or considered to be vulnerable;
- Completing a baseline assessment within the first 6 weeks of joining Reception and carefully tracking progress throughout the year;
- Providing early intervention where an additional need is identified.

Starting in Foundation Stage through until the end of Year 6, all staff ensure that all children:

- Feel secure and know that their contributions are valued;

- Appreciate and value the differences they see in others;
- Take responsibility for their actions;
- Are taught in groupings that allow them 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, which they are enabled to succeed;
- Are encouraged to participate as fully as possible, regardless of disabilities or medical needs;
- Build on what the child can do.

3. Partnership with Parents:

We aim to encourage all parents to make an active contribution to their child's education and aim to keep them fully informed of their child's progress at all stages of their development. We achieve this through:

- Open and regular contact, whenever requested by a parent or felt necessary by the teacher;
- Termly progress reports;
- Consultation evenings;
- Regular class and whole school messages on the Dojo platform;
- Regular sessions for parents to come into school and share activities with their children.
- Foundation Stage 'Stay and Play' sessions.

Where appropriate, staff are able to work closely with parents to provide behaviour management strategies if requested. We also have a school counsellor in school who is available to work with families.

The Cheshire East Information, Advice and Support Team (CEIAS) also offer free confidential support and information to children and young people with SEND, their parents and or their carers. They aim to ensure that parents and carers feel more informed and are able to be fully involved in decisions relating to special educational needs provision.

CEIAS can be accessed via www.CEIAS@cheshireeast.gov.uk

4. Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum.

We use a 'Steps to Read', 'Read to Write', 'White Rose' and a 'Learning Challenge Curriculum' to ensure that all children are able to access the work at their level and can be challenged in all areas.

Additional, simplified or adapted resources are available to ensure all children have what they require to reach their full potential.

We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times though, when, to maximise learning opportunities, we ask the children to work in small groups or in a one to one setting outside of their classroom.

All KS2 children have a personal iPad and access learning through this. This ensures that work can be tailored to each child's needs and that there are no difficulties with accessibility of resources.

5. Special Educational Needs (SEN):

Children may have SEN either throughout, or at any time during their school career. Our school SEN Information Report ensures that curriculum planning and assessment takes account of the type

and extent of the difficulty experienced by the child. This report provided by school indicates how school identifies, plans for and reviews SEN. It also identifies what help is made available to children and their families.

Special Educational Needs are categorised according to the Code of Practice (2014) as:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical.

Where class teachers feel children may have additional needs, a discussion with parents or carers will take place. This will be recorded and shared with one of the school SENCOs. These children may be added to a school SEN support register and advice sought from the Local Authority using the Cheshire East Toolkit. Parents will be informed of this and discussions will take place on the most appropriate provision for the child. If the school feels that the level of need is high, an Education Health Care plan may be requested from the Local Authority to ensure we can meet the needs of the child.

6. Children with Disabilities & Medical Needs:

If a child has a disability, they may require additional resources. We are committed to providing an environment that enables all children full access to all areas of learning.

Teachers modify teaching and learning for all children, as appropriate and may give additional time to pupils with disabilities to complete certain tasks. In their planning, teachers ensure that pupils with disabilities are given opportunities to develop skills in areas of the curriculum for which they have a particular aptitude or interest.

Teachers ensure that work for children with SEND:

- 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 visual aids;
- Adapts, or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment or use certain types of materials;
- Allows opportunities for pupils to take part in educational visits and other activities linked to their work;
- Uses assessment techniques that reflect their individual needs and abilities.

Where a child has specific medical conditions, class teachers will hold discussions with parents to ensure school is aware of the needs and can make provisions for the child.

7. Most Able Children:

Most Able children have a broad range of achievement at a very high level and may excel in one or more specific skill, but not necessarily across all areas of learning.

We plan to meet the needs of our most able children by:

- Early identification;
- Enrichment activities that broaden a particular skill or area of knowledge;
- Homework activities that further extend learning.

The SENCOs are responsible for:

- Supporting staff in the identification of most able children;
- Liaising with parents in their identification and support;
- Providing support and advice on teaching and learning strategies for most able children.

Alongside our most able children, we also ensure we are identifying and recognising any children who

are 'gifted' or 'talented' and raising their aspirations. We define 'gifted' and 'talented' in the following way:

Gifted children are those capable of excelling in an academic subject. Children will have attained a level at the end of each Key Stage which is above the national expectation for their age and teacher judgements indicate that they are gifted in the subject.

It is likely to be less than 10% of the cohort.

Talented children are those capable of excelling in areas of the curriculum requiring visual-spatial skills, practical skills or exceptional abilities in the arts or music at a level above and beyond their peer group by a significant margin; i.e. at a level that would be expected of a child at least one year older. This is likely to be less than 10% of a cohort.

Children will be identified through quantitative and qualitative measures in all subjects including, maths, English, PE, music and art.

Any children who are identified as being 'gifted' or 'talented' will be discussed with the Phase Lead, Curriculum Lead and the SENCo. Data on their progress will be collected and used to inform planning their next steps.

8. Children with English as an Additional Language (EAL):

At Beechwood, we are very fortunate to experience a high level of diversity, having a range of languages spoken in our school community. We are wholly committed to ensuring that our pupils who have EAL, experience full access to a broad and balanced curriculum, as well as having their culture and language valued and respected.

We make use of the 'Learning Village' platform which allows children to build on their English language acquisition and consolidate their learning at home.

9. Cared for Children:

At our school, we are wholly committed to ensuring that our pupils who are cared for experience a broad and balanced curriculum that takes their experiences into account in a sensitive manner.

We aim to:

- Identify, through very close monitoring, the impact of any change in the child's situation in their ability to access the curriculum;
- Ensure that the child has the opportunity to talk/play with a designated adult on a regular basis;
- Closely monitor the rates of progress made by our Cared for Children;
- Ensure that staff have a full understanding of the impact of being a cared for child and work closely with the Virtual School for Cared for Children;
- Ensure that we work closely with Social Care, including attending all meetings held by Social Care, where appropriate to meet the needs of the whole child;
- Liaise with Social Care and the Virtual School to complete PEPs;
- Ensure that communication between school and parents is continued, where appropriate;
- Support the carers of our Cared for Children through regular and open contact, either face to face or through a diary system;
- Identify appropriate ways in which to use Pupil Premium in order to meet needs;
- Ensure that our cared for children have full access to enrichment activities, such as after school clubs and residential visits;
- Provide opportunities for sibling contact within school, where appropriate;
- Liaise with other external agencies involved.

10. Gender Identity and Sexuality:

The school is committed to ensuring that children and their families are fully included in all aspects of school life, irrespective of gender identity or sexuality.

We aim to:

- Promote positive relationships and diversity through carefully planned lessons linked to SMSC development;
- Seek support for LGBTQ+ pupils through external agencies, where appropriate;
- Ensure zero tolerance of the negative use of the word, 'gay' or similar vocabulary.

The SLT keep a record on CPOMS of any incident of homophobic or transphobic bullying in order to closely monitor this.

11. Disapplication and Modification:

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all children without recourse to disapplication or modification. If disapplication is considered to be appropriate, we would only do this after detailed discussion with the parents/carers and the Local Authority. We will also ensure that every effort is made to provide the necessary support from within the school's resources before considering such action

12. Exclusion:

Beechwood Primary School is wholly committed to the inclusion of every pupil. Where behaviour has resulted in a significant sanction being necessary, a pupil will receive a fixed term exclusion. Please refer to the Expectations and Discipline Policy and/or the Exclusions policy for further information.

In very extreme and rare cases, whereby it is felt that a child's needs can no longer be met at our school or that the impact of the child's behaviour has become too significant on other pupils or on staff, the decision to permanently exclude a pupil is made. The Headteacher will liaise very closely with the parents/carers, the chair of Governors and the Local Authority in order to ensure that the process and decisions are carried out correctly and fairly, and that the pupil's future educational provision is fully considered.

13. Monitoring and Evaluation:

This policy is monitored by the Headteacher and the SENCOs.

This policy is reviewed annually and amended where applicable. The SENCOs reports to the Governing Body on this review and any amendments that have been made.

INCLUSION POLICY

This policy was reviewed at the Learning and Outcomes sub-committee held on _____ and adopted at a meeting of Full Governor Board committee, held on _____ .

Date to be reviewed: January 2025

Signed:

Name of signatory:

S. Harper

J. Cargill

Role of signatory:

Headteacher

Chair of Governors