

**Bengeworth Multi Academy Trust**  
**Bretforton Village School**



*Inclusion Policy*

Coordinator: Rachel Seneque

Updated: September 2018

Review: September 2019

**Inclusion Policies**

Inclusion, Special Educational Needs & Disability, Accessibility, Mental Health & Wellbeing, More Able & Talented, Touch and the use of physical intervention.

### **Introduction:**

At Bretforton Village School, we are committed to giving all our children every opportunity to achieve the highest of standards. We also value the individuality of all children. This policy helps to ensure that this happens for all the children at our school – regardless of their age, gender, ethnicity, attainment or background.

### **School Aims and Implementation**

Bretforton Village School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Promoting an effective partnership with parents and the wider community.
- Providing high quality curriculum entitlement and a high-quality learning environment;
- Promoting the Bretforton Village School's Core Values to enable the children to value themselves and each other; the Core Values are:
  - We take **responsibility** for our actions and always make sure we do the right thing.
  - We show **forgiveness** towards others and always make sure we try to understand and support others.
  - We show **trust** in one another and always make sure we are truthful and fair.
  - We show **friendship** and care about others in our school.
  - We show **perseverance** and always have a positive attitude about what we can all achieve.
  - We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.

We ensure the achievement and well being of different groups of children within our school:

- girls and boys
- children with Special Educational Needs and/or Disabilities (SEND) [see SEND policy]
- children who speak English as an Additional Language (EAL)
- minority ethnic groups and faiths
- children from low income families who are entitled to Free School Meals (FSM)
- More and Most Able children (MMA)
- children who are at risk of exclusion [see SEND policy]
- Gypsy, Roma, Travellers (GRT);
- asylum seekers
- service children;
- Looked After Children (LAC);
- vulnerable and safeguarded pupils

### **Admissions:**

Bretforton operates its admission procedures in accordance with the policy laid down by the governors and LA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not

automatically refuse entry to pupils on the grounds that they have special, social, education or behaviour needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

### **Inclusion Policy Introduction**

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'*

Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every child's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Bretforton is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

### **Meeting Diverse Needs**

At Bretforton Village school, we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils 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 pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' 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 pupils, 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 pupils.
- 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.
- Setting suitable learning challenges
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers are familiar with the relevant equal opportunities legislation covering race gender and disability.

Teachers' ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions

- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groups that allow them 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
- Having challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities, medical needs or lack of parental support

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

- Do all our children achieve as much as they can?
- 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?

### **Promoting and Supporting Inclusion**

Head Teacher, Senior Leaders and our Governing body:

- a) Responsibility for making Bretforton Village School a truly inclusive school lies with the Head Of School and the Governing Body of the School.
- b) We aim to promote Inclusion at Bretforton through all of our policies, systems and practices.

### Personalising the Curriculum

- a) School Leaders at all levels; including Governors, Executive Head teacher, Head of Schools and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.
- b) The School currently uses the National Curriculum (2014), to identify and assess the needs of all pupils as thoroughly and as early as possible through the Early Learning Profile (ELG), Local Authority Religious Education Scheme of Work and Epiphany, to support staff, at all levels, in planning the formal curriculum.
- c) The School has a Curriculum Map, which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs.
- d) School Leaders also ensure that the principles of Inclusion are applied to all activities, which pupils engage in at School or on Educational Visits; this includes the variety of Clubs that are offered and break and lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours, which support the School's Inclusive ethos within both the explicit and hidden curriculum.

### Monitoring and Assessment

Children undergo assessment within the Foundation Stage. This gives information about their developing skills and aptitudes across the areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs. The children undertake the Phonics screening check in Year 1, national tests in and Year 2. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress. Teachers discuss the children's progress with parents at parents' evenings and report annually on each child's progress in July.

### **Inclusion Leader**

The school has an Inclusion Leader, a member of its Leadership Team. The Inclusion Leader takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.

In partnership with other senior leaders and the Executive Head Teacher, the Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision across the Multi Academy Trust.

### **Special Educational Needs Co-ordinator (SENCo)**

The Inclusion Leader also takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies.

The Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

### **Teaching and Learning**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on-going assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to consider the abilities and experiences of all their children and to plan appropriate, well-matched learning activities for all. When the attainment of a child falls significantly below the expected age-related level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude. Teachers are familiar with the equal opportunities legislation covering race, gender and disability (see our Equal Opportunities Policy)

### **Class Teachers**

All pupils at Bretforton Village School spend the majority of lesson times being taught alongside their classmates in their class base. Class teachers take the lead role in managing and creating the classroom environment.

Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities, which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Pupil Plan (IPP). Parents are informed by their child's teacher of any additional or different provision being made for their child.

Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupil Progress Meetings which are led by the Executive Head teacher, Heads of School, Associate Head teacher and teachers.

Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents and colleagues.

### **Teaching Assistants**

Teaching Assistants (TAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons.

TA hours include time at the beginning of each day to discuss their specific role in order to support identified pupils' learning. It is the class teacher's responsibility to ensure the TA is fully briefed and understands how to effectively teach the learning objectives.

The TA will support the class teaching in assessing progress and will ensure that relevant information concerning progress is fed back through discussion or written feedback. It is the class teachers' responsibility to ensure that this dialogue and feedback is incorporated into daily practice.

Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Leader.

To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.

In order to best utilise their support for pupils' learning, the deployment of TA within the school is strategically managed by the Head of School and Class Teachers in consultation with the Multi Academy Trust.

### **Early Intervention Family Support**

The school works closely with the Early Intervention Family Support workers whose primary functions are to offer support to pupils and families who may require this, liaise with social services and other agencies as appropriate and 'signpost' and/or access other available services to families and the school.

### **Children with disabilities: (Please refer to Accessibility and Disability plan)**

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

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- 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 using, for example, 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 educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities

### **Special Educational Needs or Disabilities (SEND) Please refer to policy on SEN.**

Bretforton Village School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). Children have special

educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught. The Inclusion Leader is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers including the medical registers. She will co-ordinate provision for pupils with SEND as part of the Inclusion Team.

All children are entitled to a balanced and broadly based curriculum, including The Early Years and National Curriculum. Where pupils have special educational needs and/or disabilities, a graduated response will be adapted. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

## **English as an Additional Language (Please refer to the EAL Policy)**

### **Definition and Rationale.**

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore our main aim is for all EAL pupils 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.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976, which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

We are committed to providing appropriate provision of teaching and resources for children for whom English is an Additional Language (EAL) and for raising the achievement of children from ethnic minorities. We identify individual children's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Each class has a separate EAL register to the Special Educational Needs and/or Disabilities register. Children are not registered as having a learning difficulty solely because their home language is different from the language in which they are taught. We aim to ensure that all EAL children are able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages.

### **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
  - The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All children have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs and/or Disabilities.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build on their existing knowledge and skills.

- Many concepts and skills depend on, and benefit from, well-developed home language and literacy in the home.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning Staff provide differentiated opportunities matched to individual EAL children's needs. A teaching assistant from the Inclusion team works with pupils individually and in groups focusing on key features of language. These might be key words, visual resources, certain patterns of grammar, use of language or forms of text. Resources, strategies and support is given to teaching staff where applicable. Every classroom has a visual timetable to ensure all pupils are aware of the structure of the day. Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the primary frameworks. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that children are able to participate in all lessons. Staff review groupings regularly and, where appropriate, would consider arrangements to ensure that EAL learners have access to strong English language peer models.

### **Strategies**

Staff use a range of support strategies to ensure curriculum access including:

- collaborative group work
- enhanced opportunities for speaking and listening in class (e.g. Learning Partners)
- effective role models for speaking, reading and writing
- additional verbal support-repetition, alternative phrasing, extension of responses, and peer support;
- additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc.
- writing frames, directed activities related to texts;
- opportunities for role play;
- children receive regular feedback from staff
- opportunities to involve children from ethnic minorities in discussions about the similarities and differences in cultures as shown in texts/visual images etc.
- discussion is provided before and during reading and writing activities
- further support for children's social language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

### **Special Educational Needs and EAL Children**

The school recognises that most EAL children needing additional support do not have special educational needs. However, should special educational needs be identified during assessment; EAL children will have equal access to school's SEND provision. Similarly, the school recognises that there may be EAL children who are able, gifted or talented even though they may not be fully fluent in English.

### **More & Most Able Children (Please see More Able and Talented Policy)**

We believe in providing the best possible provision for pupils of all abilities and we recognise and support the needs of those children in our school who have been identified as academically more able. We promote individualised or personalised approaches to learning for these pupils who tend to benefit from having more control over how they learn. Provision will be made for these children within the normal class teaching, but will include enrichment or extension activities to promote their skills and talents further still. While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

Our aims are to:

- ensure that we recognise and support the needs of all our children
- enable children to develop to their full potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently.

### **Identification of More Able and Talented Children**

We use a range of strategies to identify the more & most able children. The identification process is ongoing, and begins when the child joins our school. Discussions with parents and carers enable us to add further details to these records.

### **More Able and Talented Co-ordinator**

The Inclusion Leader, Mrs Rachel Seneque, co-ordinates the provision and practice within the school for the most able pupils.

The Co-ordinator's role includes:

- running a register of more and most able pupils, and keeping it up to date
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- regularly reviewing the teaching arrangements for these particular children
- monitoring their progress through discussions with teachers
- supporting staff in the identification of these children
- providing advice and support to staff on teaching and learning strategies
- liaising with parents, Governors and LA officers on related issues.

### **Monitoring and Review**

The Head of School and Inclusion Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements. The Governors will work with the school's more and most able co-ordinator in support of the school's efforts to help these pupils to reach their full potential.

### **Minority Ethnic Groups**

The diversity of our society is addressed through our curriculum, which reflects the Programmes of Study of the National Curriculum and respect all faiths and beliefs. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of race, faith or ethnic background. All racist incidents are recorded and reported to a Senior Leader and Governing Body by the Executive Head teacher. The school contacts parents or carers of those pupils involved in racist incidents.

### **Vulnerable and Safeguarded Children [refer to the separate Safeguarding Policy]**

The School's Designated Person (SDP) is the Head of School, Kevin Riley, who has received the appropriate up to date safeguarding training and follows the procedures set out by the Worcestershire Safeguarding Children Board (WSCB), taking account of guidance issued by the Department for Education (DfE). The SDP will co-ordinate action on safeguarding and promoting the welfare of children within the school. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil in various ways

### **Looked After Children (LAC)**

The School's named person for Looked After Children is the Head of School, Kevin Riley, who is responsible for:

- co-ordinating provision for Looked After Children and monitoring their progress both academically and socially
- liaising with carers, other schools, class teachers and other external agencies
- ensuring all LAC have a personal education plan (PEP) completed by the LAC team.

Children in the Looked After system are vulnerable children and, while they may have no special needs in relation to learning or behaviour, they are in need of support initially when joining the school where their academic and personal progress is carefully monitored to enable them to make the best progress possible. Contact is made immediately with the Looked After Children's Team who can provide 1-1 sessions supporting areas of the curriculum as well as protective behaviours work for some children.

### **Behaviour: (Please see Behaviour Policy)**

Bengeworth sets high standards of behaviour for its pupils and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. We aim to prepare pupils for living in a diverse and increasingly inter-dependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be offered individual support by teachers and TAs, or in some cases, referred for specialist support. Sanctions will be applied fairly in accordance with DfEE guidance, and exclusion will be used only as a last resort when no other alternatives are available.

### **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 or modification. 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 agencies to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with the Inclusion Leader, parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely 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 modification or disapplication, we would do so through:

- section 364 of the Education Act 1996. This allows 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

### **Summary:**

At Bretforton Village School, the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning and assessing achievements. We recognise that social inclusion will best be promoted when the teaching and learning within the school is of

the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching.

**Evaluation of the Inclusion Policy**

The Governor with responsibility for Special Educational Needs and/or Disabilities (SEND) and Inclusion will regularly monitor the provision for all pupils and ensure that the policy is applied in practice. The Inclusion Leader will ensure that the policy is monitored and regularly updated and links to the SEND policy and Safeguarding policy. The school will regularly assess and report to governors on the progress and success of the pupil groups identified in comparison to local and national data.

**Please also reference:**

Special Educational needs and Disability Policy

Accessibility Policy and plan.

Behaviour Policy

More able and Talented Able Policy

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Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_

Signed \_\_\_\_\_ Inclusion Leader

Date \_\_\_\_\_

Signed \_\_\_\_\_ SEN Governor

Date \_\_\_\_\_