

HOMEFIELD PRIMARY SCHOOL & SSC

Aiming high together



INCLUSION POLICY

(Statutory)

Reviewer: Nicky Rix
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Inclusion Policy

Inclusion in Education

- Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Inclusion involves restructuring the cultures, policies and practices in school so that they respond to the diversity of students in their locality.
- Inclusion is concerned with the learning and participation of all students' vulnerable to exclusionary pressures, not only those with additional needs or those who are categorised as "having special educational needs and/or disabilities".
- Inclusion is concerned with improving schools for staff as well as for students.
- A concern with overcoming barriers to the access and participation of specific students may reveal gaps in the attempts of a school to respond to diversity more generally.
- All students have a right to education in their locality.
- Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.
- Inclusion is concerned with fostering mutually sustaining relationships between schools and communities, working in partnership with children and their families/carers, education settings, health and care services, and local authorities.
- Inclusion in education reflects inclusion in society.
- An Inclusive curriculum is linguistically diverse, neurodiverse, culturally diverse and also EAL friendly.

Aims and Objectives

Homefield Primary School and SSC aims to be an inclusive school by adopting a holistic approach to Inclusion and Diversity. This means a whole school approach and culture of equality, and opportunities must be a reality for all our children.

Homefield Primary School always aims to ensure equity and equality of opportunity. 'This policy aims to promote fairness'.

This policy ensures that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, special educational need and/or disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. We aim for children to build resilience and independence, and some children receive counselling to support them with their social, emotional and mental health difficulties e.g. by providing learning mentors, play therapy, support from the Family Engagement Support Officer and SENDCo.

We make this a reality through the attention we pay to the different groups of vulnerable children within our school. A vulnerable child is identified as being at greater risk of experiencing physical or emotional harm, or those who are at risk of achieving poor outcomes due to factors in their lives.

Through our policies, provision and practice Homefield Primary School consistently questions:

- Do all our children achieve their best?

- Do we provide a broad and ambitious curriculum?
- Are there differences in the achievement/progression of different groups of children?
- What are we doing for those children who we know are not achieving?
- Are our actions effective?
- Does the data demonstrate impact on the children's learning?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

Bumblebee Class (SSC)

At Homefield Primary School we have a Special Support Centre (SSC) for nine children (at the Lower school site – Lyndhurst Road) and 4 children (at the Upper School site – Chesswood Road) with social communication difficulties/Autism (ASD). The children are from a wide surrounding area and work with dedicated staff with a wealth of knowledge and experience in the field of social communication conditions. The children that attend the SSC are not able to cope with the full-time social demands of mainstream schooling, so their learning expectations are met in the SSCs.

The aims of the SSC are to enable children to explore their potential without limits, in a caring and empathetic environment. The children are taught according to their Individual Learning Passports with personalised targets to support their individual academic, social, emotional and physical needs. The SSC aims to provide every child with a supported integration programme to provide opportunities for them to work within the mainstream environment.

Homefield Primary and SSC

At Homefield we treat individuals with respect and equality regardless of differences. Each child, member of staff or member of the Governing Body, parent/carer and visitor to the school is welcome and highly valued as part of our inclusive community. We have a diversity of pupils from a wide variety of backgrounds. The staff value each child and plan carefully to ensure that all children can achieve and make good rates of progress.

We acknowledge and share an interest in children's language, religion, faith, customs and family situations. We are aware of children and staff who may need extra support for whatever reason. Our staff are dedicated and take an active role in the development of themselves and others. This includes Professional Development which extends our knowledge and skills.

The learner is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- making learning enjoyable;
- ensuring that pupils are healthy and safe;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- adopting a graduated approach to assess, plan, do review, to identify the barriers to children's learning.
- groups of children, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes working with specialists such as speech and language (SALT) and occupational therapy (OT) and the intervention/sessions carried out by trained staff members;
- respecting children's culture, linguistic diversity, and identity.

Teaching and Learning Style

We gather data to help us review pupil's progress against a variety of criteria, to demonstrate the impact of learning on our children. We also monitor pupils access to extra-curricular activities. We analyse the attainment and progress of different groups of pupils to ensure that all learners are achieving. Teachers use this information when planning their lessons and for interventions, in order to 'close the gap' for SEND children compared to other learners, and the more able and academically more able. The more able and

academically more able children are also provided with enrichment opportunities in various areas of the curriculum throughout each academic year, in order to give them opportunities to be challenged further.

When the attainment of a child falls significantly below the expected level, adults enable the learner to succeed by adapting the curriculum in line with that child's individual needs. Individual Learning Passports are implemented and outcomes set at a suitable level. Teachers will make assessments using the areas of the curriculum to assess the needs of the learner.

Adults in school are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Adults follow our School Values and ensure that pupils:

- feel secure and know that their contributions are valued by adopting a therapeutic approach;
- 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 groupings 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 and abilities
- have challenging targets that enable them to succeed; participate fully, regardless of disabilities or medical needs.

Learners with disabilities

Closing the gap in classrooms involves addressing the difference that exist between pupils with disabilities and their non-disabled peers in terms of academic achievements and access to educational opportunities. Some learners in our school have disabilities and consequently need additional resources. The school fully meets the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared with non-disabled peers. Homefield is committed to providing an environment that allows these children access to all areas of learning. The classroom entrances are wide enough for wheelchair access and designated classrooms that allow wheelchair access. Our Disability and Equality Policy identifies how we intend to increase the extent of which disabled pupils can take advantage of all that our school has to offer. The SENDCo works closely with the Rehabilitation and Mobility Officer from the Sensory Support Team, in order to prepare the school environment for pupils with particular needs.

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 all children the opportunity to develop skills in practical aspects of the curriculum. We ensure children with special educational needs and/or disabilities are involved in school trips and activities, but may sometimes request parental support. Additionally, we write comprehensive risk assessments to support their safe inclusion.

In response to the Equality Act (2010), this protects individuals from discrimination, harassment and victimisation based on protected characteristics including disability. Homefield governing body will continue to review how the school can be made more accessible for disabled children and the Premises Development Plan will reflect this.

Teachers ensure that the work undertaken by disabled learners:

- takes account of the pace of learning and the equipment used;
- 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 in which 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;

- includes approaches that allow hearing-impaired and visually impaired children to assess the whole curriculum including science, music, art and design and technology;
- use assessment techniques that reflect their individual needs and abilities e.g. teachers may use the engagement model as an assessment tool, to assess children who are working below the standard of national assessments and not engaged in subject-specific study or the National Curriculum. Teachers use the pre-key stage 1: pupils working below the National Curriculum assessment standard (Teacher assessment framework). The pre-key stage standards are provided for the statutory assessments of pupils engaged in subject-specific study who are working below the overall standards of the National Curriculum tests and teacher assessments frameworks.

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Homefield school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its learners, without recourse to disapplication or modification. We achieve this through greater adaptation/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 modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and we follow the local authority's requirements. 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.

Inclusion and racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all children, regardless of ethnic or social background. All racist incidents are recorded and are reported to the governing body by the Headteacher. These include any racist incident that happens on site – parent/carers, children, visitors etc. The school communicates openly with parents or carers of those pupils involved in racist incidents. See the schools Disability and Equality policy.

Educationally Inclusive Schools

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person and adult matter.

Effective schools are educationally inclusive schools. This shows, not only in the school's performance, but also in its ethos and willingness to offer new opportunities to children who may have experienced previous difficulties. This does not mean treating all children in the same way to ensure equality. Rather it involves taking account of children's varied life experiences and needs and putting in place appropriate measures to succeed to ensure equity.

The most effective schools do not take educational inclusion for granted. Therefore, Homefield Primary constantly monitors and evaluates the progress each child makes. We identify any child who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. We take practical steps – in the classroom and beyond – to meet children's needs effectively and promote tolerance and understanding in a diverse society.

At Homefield Primary 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, to remove barriers to children's learning and narrow their attainment gap.

At Homefield Primary we will:

- Plan and implement integration programmes for children in the Special Support Centres
- Make full use of our purpose-built medical rooms/changing areas and sensory rooms.
- Arrange furniture to accommodate wheelchairs.
- Prepare the school environment for pupils with additional needs.
- Employ adults to work with all pupils including those who are learning English as an Additional Language and children with Special Educational Needs and/or Disabilities.
- Share and celebrate festivals from other faiths and cultures.
- Welcome visitors from other countries and from other communities in West Sussex and further afield.
- Carry out referrals to Integrated Front Door and work with multi-agency hubs to improve safeguarding and prevention and support intervention at the earliest point, to support the most vulnerable families e.g. safeguarding arrangements for pupils with SEND to ensure they take account of additional vulnerabilities.
- Liaise with parents, professionals, schools and organisations to ensure children experience a smooth transition throughout their learning.
- Liaise with specialist nurses, doctors and outside agencies concerned with children who have medical conditions.
- Liaise with Children and Young People's Services and the Educational Welfare Officer where there are concerns with children's attendance. EWO may issue a Fixed Penalty Notices.
- Employ a designated teacher to support our 'Children We Care For' (CWCF).

Provide care and support for children with specific medical conditions or disabilities.

- Provide care and support for children experiencing emotional difficulties, such as bereavement. The team around the child work closely with individual children, this can have a profound effect on the whole school by enhancing inclusion.
- Consult with external agencies in order to seek a positive way forward for individual children.
- Have an experienced Safeguarding team of SLT members and Pastoral team.
- Employ a SENDCo/Inclusion Lead, who will be responsible for tracking and auditing the attainment and progress of all children who have been identified by the school as having needs that fall within the domains identified within the Code of Practice.
- The Inclusion Lead will work in partnership with teachers, teaching assistants and parent/carers to maximise outcomes for disadvantaged children who are in receipt of Pupil Premium funding, to ensure the children make progress.
- Have trained members of staff with Adult Mental Health First Aid Training.

- Trained First Aiders
- Trained adults who have had therapeutic training and/or hold a Positive Handling and De-escalation training certificate.

Health and Safety and Risk Assessments

At Homefield Primary we consider the health and safety of all our pupils to be of paramount importance. Please see the following school policies:

- Health and Safety policy
- Behaviour and Relationships policy (Anti-Bullying & Positive Handling)
- Outside Educational visits and off-site policy
- Security and Fire policy
- Early Years Foundation Stage policy
- Child Protection and Safeguarding policy
- Disability and Equality policy
- Accessibility Plan
- Managing health, medicine and whole school food issues

References

- The Equality Act (2010)
- SEN Code of Practice (June 2014)
- Children and Families Act (2014)
- SEND and alternative provision improvement plan (2023)
- West Sussex Inclusion Framework <https://www.westsussex.gov.uk/tools-for-schools/inclusion>
- West Sussex Ordinarily Available Inclusive Practice <https://www.westsussex.gov.uk/tools-for-schools/send-toolkit/ordinarily-available-inclusive-practice-oaip/>
- West Sussex Local Offer <https://www.westsussex.gov.uk/local-offer/>

This policy should be read in conjunction with the Special Educational Needs and/or Disability policy and practice (SEND Information Report), Disability and Equality policy (Accessibility plan), Promoting Equality and Tackling Racism Guidance for West Sussex schools, Anti-bullying policy, Behaviour and Relationships policy, Academically More Able (AMA); Collective Worship; PSHCE Policy, Child Protection and Safeguarding; Racial Equality; and Children We Care For policy and the Local Offer (available on West Sussex website).