



# INCLUSION

Signed by Chair of the Governing Board:	
The Governing Board agreed this policy on:	12 <sup>th</sup> December 2023
The Governing Board will review this policy:	Every 3 years
Date of next review:	October 2026

## **Inclusion Policy**

At James Watt School we are committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We ensure that we are providing appropriate and high quality education to ALL our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and provides them with equal opportunities to be fully included in all aspects of school life. All children have a right to be educated with their peer group. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

### **Different Groups in the School**

- ◆ Girls and boys
- ◆ Minority ethnic groups
- ◆ Travellers, asylum seekers and refugees
- ◆ Children who need support to learn English as an additional language (EAL)
- ◆ Children with Special Educational Needs and/or Disabilities
- ◆ Children with a medical need; either long-term or short-
- ◆ HAPS, MAPS and LAPS (pupil groupings by ability: higher, middle and lower ability pupils)
- ◆ Children 'looked after' by the local authority (LAC)
- ◆ Other children, such as sick children, young carers and those children from families under stress
- ◆ Any children who are risk of disaffection and exclusion.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, 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 James Watt, we aim to identify these needs early and adapt teaching and learning to enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community.

At our school, we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the

child in mainstream education "is incompatible with the efficient education of other children." (SEND Code of Practice, DfE)

## **Roles and Responsibilities**

At James Watt Primary 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 individual help and respect from their teachers and other staff.
- ◆ All children should have access to all aspects of the curriculum at their level.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

## **Admissions Policy**

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents' meetings and review of previous records. In the Foundation Stage, before a child starts school, the parents are invited into school for meetings and taster sessions. If the school is aware of Special Educational Needs/Disabilities before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has SEND.

At James Watt Primary School, every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or have come into the country recently.

## **Objectives**

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs. We aim to:

- make equality of opportunity a reality for our pupils through access to a high quality, meaningful and appropriate curriculum.
- plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning.
- to provide full access to the curriculum through differentiated planning and adaptive teaching as appropriate. (\*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- ensure that current Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.
- continually monitor the progress of all pupils, to identify needs early and to provide support and intervention.
- involve the children themselves in planning and in any decision making that affects them.

- support all our staff in meeting the needs of individual children through continuous professional development, the sharing of good practice, the provision of resources and working with outside agencies.
- achieve educational inclusion by continually reviewing our practice and asking key questions
  - Do all our pupils achieve as much as they can?
  - Are there differences in the achievement of different groups of children?
  - What are we doing to support those pupils who are not achieving their best?
  - How are we involving parents and carers?

### **How do we support inclusion?**

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;
- take responsibility for their own actions;
- 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;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Whole school actions support inclusion by**

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable targets in English and maths and for all pupils
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management
- The use of evidence based intervention programmes to support pupils with SEND
- The targeting of underachieving pupils and EAL
- Induction of pupils new to this country
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parents' meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff

### **How will we monitor inclusion?**

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment through termly Progress meetings
- Termly monitoring and assessment schedule
- Termly review of provision management with the SENDco and teachers to discuss progress of pupils receiving interventions
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP) or SEND Support Provision Plan (SSPP)

- Review of targets in English and maths
- Lesson observations, learning walks and book looks
- Talking to children and parents
- Teacher assessment
- SAT tests
- Monitoring teacher's plans and children's work

### **Identification of pupils**

At James Watt we recognise the significance of early identification of pupils with Special Educational Needs and disability, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. The SENDco, Class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing School Support or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

### **Provision**

#### **1. Differentiated Curriculum Provision**

In order to make progress all children will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans.

#### **2. Provision Management**

Pupils are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through Individual Target Plans (ITPs).

#### **3. Education, Health and Care Plan**

( Explained in SEND Policy )

#### **4. Pupils with English as an Additional Language**

Pupils with EAL are supported by staff inside the classroom and in small groups. Interpreters are used when necessary.

#### **5. Challenging children of higher ability**

Pupils identified as of higher ability are provided for through a differentiated curriculum and group sessions which aim to challenge and extend targeted children.

#### **6. Resources**

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

### **Record Keeping**

(See SEND Policy)

### **Looked after Children (LaC)**

Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

### **Working with Outside Agencies**

At James Watt we promote the value of specialist advice and support from a variety of professional and voluntary services. We also welcome and positively promote mastery learning, providing enrichment opportunities for our more able learners.

The Inclusion Team liaise frequently with a number of other outside agencies and specialists:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Communication and Autistic Team
- Speech and Language therapists
- Pupil Support Services
- Behaviour Support
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- LEA advisors: Early Help Team, SENAR

Parents/carers will be informed if any outside agency is involved and written consent is sought prior to their involvement.

### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDco will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the SENDco will discuss these children with other schools on request.

### **The Governing Body**

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

### **Equality Act**

The Single Equality Act (see Policy) makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification. James Watt aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

### **Working with Parents**

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their

child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success. To support parents, evening meetings are often organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability. Parents will have the opportunities to meet with their child's class teacher in a formal meeting three times a year.

### **Complaints**

(See Complaints policy)

### **Staff Development**

The Senior Leadership Team will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

### **Policy Review**

This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements. In the absence of any such changes the policy will be reviewed on a three yearly cycle.