

Bailey Green Primary and Nursery School  
Together with Bailey's Butterflies

## Inclusion Policy

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### Mission Statement

We aim to make our school and nursery a welcoming and friendly place to be so that children can be happy in our nursery and in school. We want them to enjoy learning, reach their full potential and we will nurture their health and emotional well-being at all times. We will provide a stimulating learning environment and a variety of exciting opportunities and experiences within a broad and balanced curriculum. We aim to give children the best possible start to their education by developing their curiosity, imagination and desire to learn. Each child is valued as an individual irrespective of their race, gender, culture or sexual orientation.

### Our Values

Across the four values, happiness threads throughout as we believe happiness is the key to success.

1. At Bailey Green and Bailey's Butterflies we RESPECT our friends, teachers, visitors and all adults who work in our school and the wider community. We have very high expectations of behaviour and good manners and take pride in everything and all we do.
2. Our aim is for all children to experience SUCCESS whether this is academic, through sport or the arts, and to support them in their positive well-being to ensure they leave Bailey Green prepared for life.
3. We strive to provide a range of stimulating experiences which allow our children to express their CREATIVITY, enabling them to explore, wonder and develop a sense of curiosity about the world.
4. TEAMWORK is at the heart of all we do. We see ourselves as being one big family at Bailey Green - a family who knows each other well and works together, ensuring that everyone achieves their true potential.

## 1 Policy Statement – Rationale

This policy has been written with reference to: Special Educational Needs and Disability Code of Practice 0 - 25, the LA Policy on Inclusion and National and LA guidance, and is designed to provide a clear framework for its implementation in our school. We refer also to the Children and Families Bill.

Staff are committed to:

- o Providing a broad and balanced curriculum that provides memorable learning experiences.
- o Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- o Creating a safe, caring environment where everyone is happy and can achieve.
- o Working in partnership with our community to celebrate, respect and embrace our diversity.

Bailey Green is committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs are entitled to a broad and balanced academic and social curriculum, which is accessible to them so that they are fully included in all aspects of school life.

Bailey Green Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion in education is the process of increasing the participation of children in and reducing their exclusion from the community, curriculum and culture of our school.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will pay attention to the provision for, and the achievement of, different groups of learners, including:

- o Girls and boys;
- o Minority ethnic and faith groups, travellers, asylum seekers and refugees;
- o Pupils who need support learning English as an additional language (EAL);
- o Pupils with special educational needs;
- o More and most able learners;
- o Those who are looked after by the local authority;
- o Children with specific health needs;
- o Victims of abuse and domestic violence;
- o Children with specific disabilities;
- o Children with medical conditions;
- o Young carers;
- o Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance;
- o Others such as those who are sick, those who are in families under stress;
- o Children from families who are vulnerable and/or are eligible for pupil premium.

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 at 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 are particularly aware of the needs of our Early Years and KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

## 2 Aims

We believe that many pupils may experience difficulties which affect their learning, and we recognise that these may be short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their potential.

This policy will be implemented in conjunction with the following other school policies:

- o Equality Policy
- o Accessibility Plan
- o Attendance Policy
- o Behaviour Policy
- o Pupil Premium Policy
- o Safeguarding Policy
- o SEND Policy
- o Teaching and Learning Policy

## 3 Roles and Responsibilities

The Board of Governors will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and inclusion policy.

The Head Teacher, Senior Leadership Team and SENDCo will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing body.

Staff will regularly evaluate pupils' progress and liaise with the SENDCo and SLT.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with support at home to assist in development.

Our designated governor for Inclusion is Mrs D Bentley. She meets regularly with the SENDCo, Mrs E Flynn, to discuss inclusion strategy and the progress of identified groups.

## 4 The Equality Act

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- o Eliminate discrimination
- o Advance equality of opportunity
- o Foster good relations

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- o Age;
- o Disability;
- o Race, colour, nationality or ethnicity;
- o Sex;
- o Gender reassignment;
- o Maternity and pregnancy;
- o Religion and belief;
- o Sexual orientation;
- o Marriage and civil partnership.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- o In relation to admissions.
- o In the way it provides education for pupils.
- o In the way it provides pupils access to any benefit, facility or service.
- o By excluding a pupil or subjecting them to any other detriment.

Please see our Equality Policy for further information.

## 5 Planning, Teaching and Assessment

At Bailey Green we follow the National Curriculum. Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.

Teachers will ensure that all teaching assistants have access to relevant planning so that they can support pupils appropriately.

Teaching staff take specific action to respond to pupils' diverse needs by:

- o Creating effective learning environments;
- o Securing pupil motivation and concentration;
- o Providing equality of opportunity through planning varied teaching and learning styles;
- o Using appropriate assessment approaches;
- o Setting appropriate targets for learning;
- o Providing interventions for pupils who need help with communication, language and literacy;
- o Planning for pupils' full participation in learning and in physical and practical activities;
- o Making all school trips and residential inclusive by planning in advance, using accessible venues and providing additional support as needed;
- o Helping pupils to manage their behaviour, to take part in learning effectively and safely;
- o Helping individuals to manage their emotions.

All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with English difficulties can access them and we provide alternatives to paper and pencil recording where appropriate, or provide access through peer/adult scribing.

Teachers ensure that all children:

- o Feel secure and know that their contributions are valued;
- o Appreciate and value the differences they see in others;
- o Take responsibility for their own actions;
- o Are taught in groupings that allow them all to experience success;
- o Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- o Have a common curriculum experience that allows for a range of different learning styles;
- o Have challenging targets that enable them to succeed;
- o Participate fully, regardless of disabilities or medical needs.

If a child has a learning difficulty or physical disability for which specialised teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LA/Health to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

## 6 Pupils with Special Educational Needs (SEN)

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. We aim to ensure equal opportunities for all pupils with SEN. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning.

In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention, augmented by advice and support from external specialists or, in exceptional circumstances, with an Education, Health and Care Plan (EHCP).

Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil. Teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with speech, language and communication.
- Planning with a multi-sensory and practical approach to learning.
- Adapting lesson plans (including objectives and/or success criteria) to meet pupils' needs and abilities.
- Helping pupils to manage their behaviour, so they can take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly their mental health.

Please see our SEND Policy for further information and detail.

## 7 Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life (such as a wheelchair, a hearing aid or equipment to aid vision.)

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks;
- Planning opportunities for all pupils to access a broad and balanced curriculum, with adapted activities where necessary;
- Making any and all necessary adaptations to the physical environment and daily routines to ensure all barriers to learning are removed.

An access audit is carried out to ensure that school grounds are accessible to those adults and children with physical disabilities.

Please see our Accessibility and Disability Policy for further information and detail.

## 8 Pupils who are Learning English as an Additional Language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is used, to confirm that no learning difficulties are present. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English.

Teachers plan learning opportunities to help pupils develop their English and provide the support pupils need to take part in all subject areas.

## 9 More Able Learners

Following guidance from the National Association for Able Children in Education (NACE), more able learners are defined in the following way:

- Learners who have the potential or capacity for high attainment;
- Learners who demonstrate high levels of performance in an academic area;
- Learners who are more able relative to their peers in their own year group, class and school.

We recognise that more able learners can have abilities in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities. All adults should make appropriate provision for more able learners, as they do for all pupils in their class.

We aim to:

- o Maintain high expectations of achievement for all children;
- o Promote enterprise, self-reliance and independence for all children;
- o Recognise that more able learners have particular educational needs that must be met to realise their full potential;
- o Ask stimulating and challenging questions to skilfully develop pupils' higher order thinking skills;
- o Encourage children to become more involved with the curriculum and their own learning, and to use higher level thinking skills of analysis, evaluation and synthesis;
- o Make use of assessment to establish what pupils can do already so that appropriate tasks and challenges are set;
- o Monitor pupil progress through assessment (summative and formative) and review this at pupil progress meetings;
- o Provide appropriate challenge through high quality tasks for enrichment and extension of knowledge;
- o Ensure that pupils are aware of their next steps.

#### 10 Pupils in Need

Pupils in the following groups are named on various registers which are regularly reviewed:

- o Pupils with Special Educational Needs or Disabilities (see Section 6 above): SEND Register;
- o Pupils learning English as an additional language (see Section 8 above): EAL Register;
- o Child Protection: CP Register;
- o Looked After Children;
- o Pupils in receipt of Free School Meals + Pupil Premium: Pupil Premium Register.

Children on the Child Protection register or on a Child in Need plan are monitored by the Senior Leadership Team and their progress tracked half-termly.

#### 11 Admissions

Bailey Green Primary School operates its admission procedures in accordance with the policy laid down by the Governors and Local Authority. This policy does not discriminate on grounds of race, religion or ethnic origin. Our school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs.

#### 12 Behaviour

We set and expect high standards of behaviour which are set out in our Behaviour Policy. We aim to achieve a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. At Bailey Green Primary and Nursey School, we aim to prepare pupils for living in a diverse and increasingly interdependent society.

#### 13 Inclusion and racism

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 pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Head Teacher. The school will contact the parents or carers of those pupils involved in racist incidents.

#### 14 Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

#### 15 Monitoring and Review

This policy is monitored by the governing body, and will be reviewed to ensure that all relevant policies and practices are up-to-date and compliant with statutory requirements.