



KILDWICK CE VC PRIMARY SCHOOL
Learning to Live, Living to Love, Loving to Learn

Inclusion Policy

Date Approved: Autumn 2023	Next Review: Autumn 2024
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At Kildwick CE VC primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards in all that they do, underpinned by our Christian ethos. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and are committed to providing an inclusive and supportive environment where all pupils and staff are treated fairly, feel safe and secure, succeed and have an opportunity to fulfil their potential in all areas of school life. Their achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience 'life in all its fullness' (John 10:10). We believe in promoting respect and value for everyone within our school community. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SENDCO: Miss Donna Akrigg

Intervention Leader: Mrs Caris Kingham

This policy follows the legislation which the school must legally adhere to:

- Race Relations Act 1976 / Race Relations Amendment Act 2000
- Sex Discrimination Act 1975, Sex Discrimination (Gender Reassignment) Regulations 1999 & Gender Equality Duty 2007
- Equality Act 2010
- Disability Discrimination Act 1995 & 2005
- LEA Admissions policy
- Children and Families Act 2014
- SEN Code of Practice 2015

Objectives of the Policy

1. To foster an environment where diversity is celebrated, and all individuals are respected and valued for their unique qualities and contributions.
2. To ensure that all pupils, regardless of their background, abilities, or needs, have access to a high-quality education and equal opportunities to succeed in all areas of school life.
3. To provide appropriate support and accommodations to pupils with additional needs, in order to promote their full participation and inclusion in all aspects of school life.
4. To foster positive relationships and a culture of acceptance and understanding, where bullying, discrimination, and harassment are not tolerated.
5. To collaboratively work with parents, carers, and external agencies to meet the individual needs of our pupils and create a cohesive inclusive community.
6. To provide relevant training and professional development opportunities for staff to enhance their understanding and skills in promoting inclusion.

This policy outlines how the school community actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of pupils. This means that equality of opportunity must be a reality for all our children.

What is Inclusion?

Inclusion is an aim to ensure that pupils maximise the opportunities to participate in the school curriculum, and therefore to achieve their potential. In order to be inclusive we will have due regard to the learning and participation barriers some groups of pupils and individuals may have.

These could include:

- Pupils and staff with disabilities
- Pupils with Special Educational needs
- Different ethnicity and faith groups
- Pupils who need support to learn English as an additional language
- Boys and girls
- Any pupils at risk of disaffection or exclusion, e.g. pupils that exhibit Social Emotional Behaviour difficulties
- Children looked after or previously looked after
- Pupils in receipt of pupil premium funding
- Disadvantaged children
- Children with free school meals
- Travellers
- Asylum seekers
- Pupils who have medical needs

- More able pupils
- LGBT pupils and their families

We use the National Curriculum as a starting point for planning and teaching a school curriculum that meets groups of pupils and individual's specific needs. We do this through:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs and styles
- Promoting an inclusive approach
- Monitoring feedback to tell us whether we are getting it right or wrong
- Eliminating any discrimination, harassment and victimisation

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

- Do all our children achieve their best?
- 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?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

While the primary focus is on children, the need for Inclusive approach also extends to how staff and parents are treated, to ensure that barriers are not put in their way to acting in partnership with the school.

We believe that learning happens best when there are good relationships between our young people, our staff, parents and carers and with our wider community.

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential

- There will be a flexible continuum of provision for pupils with additional needs
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning and provision is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy and provision.
- All pupils access wider school and extracurricular activities

Implementation of Promoting Inclusion at Kildwick CE VC Primary School:

1. Curriculum and Teaching:

- a. Differentiate teaching and learning strategies to cater to the diverse needs and abilities of pupils.
- b. Incorporate inclusive materials, resources, and examples that represent different cultures, backgrounds, and experiences.
- c. Promote positive relationships and provide opportunities for peer learning and cooperation.
- d. Encourage the active participation and involvement of all pupils in classroom activities and discussions.
- e. Children who have exceptional aptitude for learning or physical skills may also have needs which aren't fully covered by differentiation of the curriculum. If these aren't addressed in school, the child is likely not to fulfil their potential and in some cases this may cause behavioural challenges. This policy is intended to support all children to fully access the curriculum and the same practices will be applied to gifted, talented and able children whereby they will be catered for by the inclusion policy, parents and if possible the child will be consulted about their needs and if necessary outside agencies will be involved to assess the child's needs.

2. Behaviour and Discipline:

a. Promote and model respectful and inclusive behaviour among staff and pupils. In SEMH (Social Emotional and Mental Health), behaviour can be a communication of an emotional need and children with behavioural difficulties are regarded as vulnerable and our duty as a school is to explore this vulnerability and provide appropriate support.

b. Address and resolve incidents of bullying, discrimination, or harassment promptly and deal with them sensitively and effectively. Our school community discusses, monitors and reviews our practices and we support all staff to identify and tackle bullying, discrimination and harassment appropriately, swiftly reporting any concerns to parents/carers. Utilising support from Local Authority, relevant statutory and voluntary organisations when appropriate.

c. Provide clear expectations and consequences for behaviour, ensuring fairness and consistency.

d. Foster a restorative approach to conflict resolution, focusing on understanding and repair.

The governors and staff are proud of the kindness and sensitivity our children show towards our more vulnerable children, making our school a truly inclusive school.

3. Additional Needs and Support:

The Headteacher and SENDCO ensure the school's SEND provision meets the needs of individual and groups of children in line with statutory legislation. The progress and outcomes for SEND children is regularly reviewed and the effectiveness of support strategies is regularly evaluated to ensure continuous improvement.

a. Identify and assess the individual needs of SEND children, creating personalised support plans POPs (Pupil Overview of Provision) and Inclusion Passports where appropriate at the earliest opportunity. As early identification is vital, class teachers report to the SENDCO any child that may be causing concern. For children who have more complex needs an EHCP (Educational Health Care Plan) may be written and monitored by all professionals involved.

b. Provide suitable accommodations and resources to facilitate the full participation and progress of SEND children with day to day provision in classrooms which is high quality and effective. An EHCP review may result in additional funding to enable school to employ specific support for the child. We recognise every child needs to be independent and where appropriate the PSA (Pupil Support Assistant) may work with the child and a small group.

c. Regularly review and evaluate the effectiveness of support strategies to ensure continuous improvement (half termly). Ensuring teaching and learning is differentiated to meet the need of the children as well as monitoring and evaluating the children's progress

including setting future targets for them. EHCPs will be monitored and reviewed annually by all professionals involved alongside parents and if appropriate, the child.

d. Collaborate with parents, carers, and external agencies to develop effective partnerships and provide holistic support for SEND children, as well as discussing with the child their views on their own provision (age appropriate).

4. Professional Development and Training:

a. Provide regular training opportunities for staff to enhance their knowledge and understanding of inclusive practices.

b. Encourage staff to share experiences, expertise, and best practices related to inclusion.

c. Offer opportunities for staff to receive ongoing support and guidance in implementing inclusive strategies.

d. Stay informed about current legislation and guidance relating to inclusion, and ensure compliance within the school.

Whole School Approaches

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class teachers, TAs, SENDCO, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The Headteacher/ SENDCO offer advice on differentiation to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils, including SEND pupils, are encouraged to join in extra-curricular activities and pupil led teams.
- All SEND pupils have individualised targets within a POP.
- Provision maps are shared so that staff, pupils and parents know what reasonable adjustments and individual strategies are available.
- Training for staff is identified and arranged for staff.

- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents via the parent policy page of the school website, or available on request.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

Individualised Approaches

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by the Headteacher/ SENDCO.
- Additional help will be sought appropriately from outside agencies e.g. Educational Psychologists, Enhanced Mainstream Schools, ASCOSS etc.
- All SEND pupils will have individualised provision maps and Inclusion Passports but some children may have behaviour plans, risk assessments or health care plans.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform Pupil Overview of Provision.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional needs.
- The Headteacher and SENDCO will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the Code of Practice 2015.

Equal Opportunities

Inclusion is monitored by looking for any evidence of exclusivity and discrimination and the well-being of the individual child.

The means at our disposal include:

- Individual targets identified and planned by class teachers with the SENDCO on POPs (Pupil Overview of Provision) for SEND children half termly. These are then discussed with parents and the child before their POP is signed by all parties. All targets will be specific, measurable, achievable, relevant and time-specific.
- Termly Performance Management meetings between all class teachers and the head teacher, which track the performance of all children. The Inclusion Manager also monitors the quality of all POPs. Ensuring they are up to date and high quality provision and intervention are delivered. Also tracking the progress of all SEND children. The SENDCO reports back to the SEN/ Inclusion Governor termly on the outcome of all tracking and monitoring.
- Circle time - a chance for children to speak out in a supportive environment.
- An open door policy run by teaching staff and the head teacher, which means that concerns can be brought directly to their attention.
- Regular surveys of the opinions of pupils and parents.
- Monthly drop in sessions for parents to meet with the SENDCO to discuss concerns and receive additional support.

The SEND Information Report

The most up to date SEND information report is accessible on the school website. It includes information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs including the name and contact details of the SENDCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. Information about how the school will support transition for children to different phases of education. The information report also includes information about extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and

young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Monitoring and Review

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff to access to promote an inclusive school environment
- Holding the school to account for its use of SEN funding

The implementation and effectiveness of this policy will be monitored and reviewed on a regular basis. Feedback from associates including pupils, staff, parents and external agencies, will be considered to inform improvements and further promote inclusion throughout the school.

Policy Endorsement

This Inclusion Policy has been endorsed and approved by the school leadership team. Any recommended amendments will be presented to the governors for review and approval. This policy will be communicated to all staff, parents, and relevant associates to ensure understanding and compliance.