



Approved by Governors (date).....

Head Teacher.....

On behalf of Governors .....

## CASTLE VIEW PRIMARY AND NURSERY SCHOOL INCLUSION POLICY

### INTENT

All at Castle View Primary and Nursery School aim to create an environment where children have an equal opportunity to develop to their full potential, intellectually, physically and spiritually and receive an education of quality suited to their specific needs. We aim to treat each child as an individual, recognising their achievements and rewarding their successes.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEND Code of Practice 0 – 25 (June 2014), describes Special Education Need as:

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - Has significantly greater difficulty in learning than the majority of others of the same age or
  - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness. This policy will ensure that for all our children, regardless of age, gender, ethnicity, attainment or background receive this entitlement.

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, 'diverse groups' within the school, providing extra resources and support, where possible.

### **Diverse Groups within our school**

- Girls and boys, minority ethnic and faith groups, travellers.
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Children who are significantly more able than their peers
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Learners who are at risk of disaffection and exclusion

Teaching is planned using the National Curriculum to meet the specific needs of individuals or groups of children. This is done by;

- Setting suitable, measurable targets
- Responding to the children's individual and diverse needs
- Removing potential barriers to learning and assessment for individuals and groups of children.
- Marking work and giving clear feedback and ensuring children are given support to act on this and move their leaning on.

## **IMPLEMENTATION**

We aim to involve the children themselves in planning and in any decision making that affects them.

We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will 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 intervention programmes to support pupils with learning difficulties
- 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 parent's meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues with relevant 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 target setting meetings
- Monitoring and assessment schedule
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions

- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Review of targets in English and maths
- Lesson observations
- Talking to children and parents
- Teacher assessment
- SAT tests
- Monitoring teacher's plans and children's work

### **Identification of pupils**

Castle View Primary and Nursery School recognises 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 Inclusion lead, Class teachers and support staff are all involved in identifying pupils. Information relating to pupils with SEND is shared with all staff, including supply teachers.

### **Provision**

#### **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. At Castle View Nursery and Primary School there is an emphasis on a skills based curriculum through creative teaching and meaningful links across the National Curriculum subjects.

#### **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 Provision Maps.

#### **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.

#### **Challenging children of higher ability**

Pupils identified as of higher ability and/or Gifted and Talented are provided for through a differentiated curriculum which aim to challenge and extend targeted children. There are opportunities for advancement of more able pupils through extracurricular activities such as maths involving specialist teachers.

#### **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.

#### **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**

Castle View Primary and Nursery School promotes the value of specialist advice and support from a variety of professional and voluntary services. Castle View Primary and Nursery School also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners.

The Inclusion lead/SENDCo liaises frequently with a number of other outside agencies and specialists:

- School Nurse

- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- Children's Society and Targeted Family Support Agency
- Parents/carers are informed if any outside agency is involved.

### **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 Inclusion lead/SENDCo will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion lead/SENDCo will discuss these children with other schools on request.

### **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.

### **Complaints**

If any parent feels that Castle View Primary and Nursery School is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership services.

### **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.

### **IMPACT**

In our school the teaching and learning, achievements, attitudes and the well-being of every child are at the heart of our practise. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. 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 to be fully included in all aspects of school life.

### **Appendix:**

The link to Halton's Inclusion charter for all schools:

<https://localoffer.haltonchildrenstrust.co.uk/wp-content/uploads/2019/10/Halton-Education-Inclusion-Charter-October-2019.pdf>

Next Review – February 2022

Named Governor: Mrs Vanessa Edwards

SENCO: Mrs Stephanie Abell