

Wavertree C.E. School Social Inclusion Policy
'Belong Believe Achieve'



A place where everyone **belongs** to the family of Wavertree with faith in God at the centre. Where we **believe** in ourselves and others. Where we **achieve** our full potential. Where hope and love inspires all that we do.

Philippians 4:13 I can do all things through Christ who gives me strength.

The Mission Statement of our school affirms our commitment to valuing the individuality of all our children. We give all our children every opportunity to achieve the highest standards. We do this by respecting and taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

We are an inclusive school and were awarded the Inclusion Quality Mark in August 2018, we are undergoing reassessment this academic year.

This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

This policy should be read in conjunction with the following policies; Equal Opportunities, Gifted and Talented, School Discipline and Behaviour, Disability Equality Policy, Child Protection, SEND Policy, Anti Bullying and Educational Visits as well as the main curriculum policies.

This policy has been written in response to national and local initiatives which support inclusive learning; The Education Act 1996, Inclusive Schooling- Children with Special Educational Needs DFES Guidance 0774/2001 and 0788/2001, Special Educational Needs and Disability Act 2001, Special Educational Needs Code of Practice DFES Guidance 2014 (Updated January 2015).

The implementation of this policy is the responsibility of the Head teacher.

The policy will be reviewed annually at the Autumn Term Curriculum committee meeting.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

This policy applies to those pupils who

- Have learning, physical, communication, sensory and/or medical needs;
- Have or experience behavioural, emotional; and social needs;

But it also applies to those pupils who:

- Reflect social and cultural diversity
- Have attendance difficulties
- Experience significant ill health
- Have relatives to care for

- Use English as an additional language
- Have recently arrived in this country or may be refugees or asylum seekers
- Have a mobile lifestyle as travellers
- Are 'looked after' children
- Live in poverty or who may be homeless
- Are gifted and talented
- Bully or who are victims of bullying
- Are bereaved
- Are traumatised

Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities;
- Provide appropriate teaching which makes learning challenging, enjoyable and successful;
- Provide equality of educational opportunity;
- Engender a culture of tolerance and acceptance of all, a mutual respect where all are valued

Objectives

The school will:

- Ensure implementation of government and LA inclusion recommendations;
- Ensure the school's inclusion policy is implemented consistently by all staff;
- Ensure discrimination or prejudice is eradicated;
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise value and celebrate pupils' achievements, however small;
- Work in partnership with parents/carers in supporting their child's education;
- Guide and support all staff, governors and parents in inclusion issues

Defining Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

At Wavertree CE School, we have defined inclusion as a process which recognises and values diversity promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community.

Co-ordinating Inclusion

The SENDCO is the Inclusion co-ordinator. Her role is to:

- Work positively with all members of the school community to promote inclusion. To do this she will work closely with the Head teacher and the senior management team;
- Induct new staff in the school's commitment to inclusion;
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- Monitor the inclusion policy and help write the annual report to the governors on its effectiveness;
- Report annually on the efficient and effective use of resources for pupils receiving additional support and those with Education Health Care Plans;

- Work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- Purchase appropriate resources;
- Work with key staff such as the assessment co-ordinator, subject co-ordinators to monitor pupil progress;
- Analyse, with key staff, the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEND;
- Liaise with parents

The inclusion co-ordinator is responsible for keeping the Head teacher and Governors regularly informed about inclusive provision in the school.

All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

Inclusive Provision

This school offers a continuum of provision to meet the diversity of pupil's needs. All classes are mixed ability; however, teachers have the flexibility to set smaller ability groups within their classes for specific aspects of the curriculum.

Additional in class support is available in all classes, when possible. This is provided by a range of teaching assistants. This additional support is targeted at individual pupils and small groups of pupils. Access to learning is enhanced through the use of ICT.

Out of class provision is available to pupils with significant emotional need. Resource Based Centres such as 'Good to be Good' are used to support pupils who struggle within a mainstream setting.

A range of extra-curricular activities are available after school. These include football club, running club, guitar club and homework club.

Promoting an Inclusive Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupil's abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier stage there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupils learning resulting from missed or interrupted schooling.

For pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

The following intervention programmes are available in school to be used to provide opportunities for children not achieving the expected levels: Read/ Write/ Inc, Toe by Toe, Nussy Reading & Spelling, Maths Plus 1 and Power of 2.

When planning, we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with Special Educational Needs, gifted pupils, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the Equal Opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments;
- Securing their motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning

Our teachers take specific action to provide access to learning for pupils with Special Educational Needs by:

- Providing for pupils who need help with communication, language and literacy;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning and in physical and practical activities;
- Helping pupils to manage their behaviour, to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

External Support

The school, through service level agreements where necessary, buys in additional external support from agencies for emotional and behaviour support. Specialist teachers from these services may provide intervention in the form of personalised learning, direct teaching, in class support, counselling, and assessment of pupils' needs and progress.

Resource Allocation

The school allocates a percentage of its budget to resourcing educational inclusion. The Head teacher and SENDCo, in liaison with staff and Governors, decide on priorities for the year. These are identified as targets in the School Development Plan. The Finance Committee, in liaison with the LA finance officer, determine the final budget to be spent on Inclusion.

The Head teacher and SENDCO then organise and plan the amount of additional in-class and external specialist support required for pupils on the SEN list or who have an EHCP. Support for the pupils on the list is covered from within the schools existing budget including an element of the Pupil Premium funding and receive in-class support from teaching assistants and/or the Learning Mentor. When

appropriate, additional High Needs Funding is applied for from the Local Authority to support children with the most complex needs.

The Inclusion Co-ordinator reports annually on the efficient and effective use of resources for SEN pupils at school.

Assessment Procedures

We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school embraces a consistent nationally recognised assessment system, which relates to the Foundation Stage, the engagement model for pupils with learning difficulties, Pre-Key Stage and National Standards at Key Stage 1 and 2.

Assessment for learning as outlined in the national guidance from the Qualifications and Curriculum Authority guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils work and achievements across the curriculum.

Underachievement is identified as early as possible, class teachers raise concerns with the SENDCo, who will assess the pupils using PIVATS or other suitable assessment material.

Pupils are set individual challenging targets which address the area of under achievement. Pupil progress is monitored and reviewed termly.

The SENDCo/Inclusion Co-ordinator tracks pupil progress systematically and reports to the Head teacher in order to:

- Check the progress individual pupils make against their targets;
- Verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff/schemes of work;
- Provide a cross-check with teachers and teaching assistants regarding the pupils who are underachieving in relation to prior attainment;
- Monitor the progress of specific pupil cohorts e.g: summer born children, pupil premium, EAL, different ethnic groups, boys and girls, SEMH, SEND, gifted and talented, looked after children etc;
- Identify particular strengths and weaknesses of particular year groups in a key stage or subject area;
- Collect, monitor and analyse fixed-term permanent exclusions and take appropriate action to prevent re-occurrence;
- Check the progress of pupils on the SEND list and to ensure that the pupils' needs are being met;
- Show added value in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- Compare the school's performance with other similar schools via benchmarking exercises, with their statistical neighbours and with national performance data

Other information used to support the above will include:

- Feedback from the Learning Mentor;

- Exclusion data;
- Self-Regulate plans;
- SEN Reviews;
- ASP;
- Pupil questionnaires

In addition to the culture of support and praise which underpins the school ethos, the reward system of certificates for achievement, good behaviour reward and class dojo points helps to improve motivation.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

However, 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 and the LA and taking into account of the most recent DFE guidance. The school's governor with responsibility for Special Educational Needs would also be closely involved in this process. We would ensure that every effort has been made to provide the necessary support from within the school's resources before considering such action.

Professional Development

The CPD Co-ordinator oversees the professional development of all teaching staff and teaching assistants. The SENDCo/Inclusion Co-ordinator liaises with the professional development co-ordinator to review staff skills related to SEN, behaviour and pupil emotional well-being and to ensure there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

Working with Parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENDCo/Inclusion Co-ordinator if they have any concerns about inclusive provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home.

Evaluating the Inclusion Policy

The Inclusion Policy is reviewed annually during the Autumn term.

Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met;
- How effective the inclusion provision has been in relation to the resources allocated;
- The attainment, achievements and progress of different groups of pupils, including reference to the ASP and IDSR;
- Listening and responding to the views of pupils;
- The school's own self-evaluation of the inclusion of pupils with SEND and behaviour difficulties.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensure:

- A stable and experienced teaching team working in collaboration with teaching assistants;
- Good Quality First Teaching;
- Strong support from parents, carers and governors;
- Careful and systematic use of resources;
- Through monitoring, evaluation and assessment of progress;
- A calm and consistent school climate that promotes good, positive social relationships;
- High expectations of pupils;
- That pupils' views are valued and the pupils' voices are heard and listened to;
- Clear and consistent whole school policies, with the emphasis on early intervention;
- Recognition and respect for diversity;
- Appropriate, effective communication systems;
- Regular inter-school collaboration

Policy review date	November 2021
Next review due	November 2022
Policy written by	Miss L Vaughan – SENDCo/Inclusion Co-ordinator