



Reviewed on:	September 2018
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Staff Responsibility:	A Waugh
Linked policies:	SEND, EAL, C4C, PP
Singed by chair:	L. Rowbotham
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## **Boarshaw Primary School** **Inclusion Policy**

### **Introduction**

At Boarshaw Community Primary School, we believe that all children have the right to access a full and meaningful school life. We are proud to have an inclusive learning environment that allows pupils to experience the curriculum in a creative and engaging way and achieve their own potential. We value the individuality of our children and provide them with every opportunity to meet their own learning targets by taking into account their varied life experiences and needs.

### **Aims**

Our school aims to be an inclusive school. As a school we actively seek to remove the barriers to learning that hinder or exclude individual pupils or groups of pupils. We do this by targeting specific groups of children in our school.

These are:

- Children with a Special Educational Need or Disability (SEND)
- Looked after Children (LAC)
- Children who are entitled to Pupil Premium (PP)
- Children who have English as an Additional Language (EAL).
- Children with Social, Emotional and Mental Health difficulties (SEMH).
- Children who are Gifted and Talented (G&T).

### **Quality First Teaching**

As a school we develop planning and teaching that meets individual learner's needs by:

- Setting suitable learning challenges.
- Responding daily to children's diverse learning needs.
- Overcoming potential barriers to learning.
- Assessment for individuals and groups of pupils.
- Providing stimulating activities outside the curriculum to meet the needs of specific individuals.

Teachers are aware of equal opportunities legislation covering race, gender and disability.

## **Principles**

At Boarshaw Primary we follow the principles of Inclusion.

- To ensure pupils feel secure within their learning environment and that their contributions are valued.
- All pupils have an enriching curriculum with experiences that supports a range of learning styles.
- All pupils have challenging targets that allow them to reach their full potential educationally, emotionally and physically.
- All pupils appreciate and value the differences they see in others.
- All pupils are encouraged to participate fully regardless of their disability or needs with support from adults.
- Parents/Carers have a vital role to play in supporting their child's education and therefore good home/school links are established.

## **Provision**

As a school we provide a Sensory area (The Snug), where pastoral leaders support children with daily activities. These activities are planned for each individual child's needs from SEND and Social and Emotional difficulties.

We have a designated play based learning area (The Den), where targeted pupils receive access to play based therapy. This is to support pupils with EHCP/IEP/SALT targets. Other pupils who are involved in play therapy may be vulnerable pupils/C4C.

Pupils may be involved in interventions to support development of speech and language, social communication, self-esteem, SEMH issues. Some of the interventions include-

- Drawing and talking
- Lego therapy
- Yoga
- Mindful activities
- Talkabout
- Purrfect Skills
- Sensory circuits

These are planned with specific pupils in mind and can be changed as required.

In every classroom teachers must provide the following to resources to create an inclusive environment for learners.

- Visual timetable
- Sensory box

- Dual Language books
- Quiet area as an individual work station
- Differentiated activities that promote inclusion and support the learner's needs.
- IEPs (Individual Education Plan)
- One Page Profiles (OPP)
- Coloured overlays
- Calm down area and prompts
- Dual language displays
- Timers
- Now and then strips
- Weighted blanket/lap weight

### **Special Educational Need or Disability (SEND)**

We recognise that children with SEND may require additional support to reach targets; this may be through adult support or additional resources. Termly pupil progress meetings often identify learners whose rate of progress has stalled and these children are added to the provision maps for next term. If a Special Educational Need or Disability (SEND) is recognised we will meet with parents/guardians to discuss our concerns and plan a programme of support together. Each class has provision maps, where children with additional learning needs are identified, whether they are gifted and talented, SEND or have barriers to learning. We seek support and guidance from the school's SEND co-ordinator. Some children with SEND may also experience medical difficulties which impact on their learning. The school is committed to ensuring that they receive the support and care as detailed in support plans.

### **Looked after children (LAC)**

When children are accommodated away from the family home, they are referred to as a looked after child. It is vital that all adults who are working with the child are made aware of the circumstances and the needs of the child. Class Teacher Reports are completed termly and discussed at meeting with Family workers, Early Help and returned to the local authority in order to safeguard the child's educational opportunities. We also carry out termly PEP meetings to ensure that provision is in place to ensure successful outcomes for the child.

### **Pupil Premium (PP)**

We ensure that children who are entitled to Pupil Premium are treated equally and that additional funding is used well to address the challenges they face. As a school we use the additional pupil premium funding to promote the progress and achievement of these pupils. As a result of this funding, the children will make progress and achieve higher standards that would have been likely without it.

## **English as an Additional Language (EAL)**

Our school is committed to help children with English as Additional Language (EAL) improve their ability to communicate in English. We seek support and guidance where need form the EAL co-coordinator. Teachers are able to assess pupils and match resources to the relevant needs of individuals. Children who are EAL learners are assessed at the start of each academic year using the proficiency codes. These will be led by the EAL co-ordinator and supported by teacher judgements. Data will be collected termly from Classroom Monitor to assess the progress of EAL pupils. These judgements then allow teachers to support leaners with their individual needs.

## **Social, Emotional and Mental Health (SEMH)**

We aim to meet social, emotional and behavioural needs through our nurturing provision. Our Early help leaders and pastoral care workers are based in a sensory area within the school. This area is a calm and supportive environment for the most vulnerable children of our school to meet their complex needs. Early help is offered at Boarshaw Community Primary in a number of ways:

- Support for parents/carers
- To support vulnerable children who are experiencing barriers to learning.
- To develop social skills by providing positive role models through staff and peer mentoring.
- Withdrawal support from classes for both individual and group work.
- Social skills groups take place daily with the PE co-ordinator to develop social interactions with specific groups and individuals.
- Ensuring maximum attendance for each child by working closely with families to ensure children attend school every day including home visits where necessary.
- Liaising with outside agencies to provide a co-ordinated approach to support parents and children linking with safeguarding.

## **Gifted and Talented**

We aim to stretch and challenged gifted and talented pupils in and out of the classroom environment. We have a range of strategies and methods to best support these children to ensure they reach their full potential. As part of the on-going assessment procedures, teachers identify children who are performing significantly higher than their peers. Class Teachers are responsible for planning provision for children who are gifted and talented.

## **Management**

Each member of staff has an important influence on the education and welfare of children at our school however it is the teacher's responsibility to ensure that the needs of all children are met. This can be supported by the leadership team within

school. The schools inclusion team consist of SEND co-ordinator, EAL co-ordinator, Early Help and Pastoral Care.

The SEND co-ordinator is responsible for management of pupils on the SEND register. The SEND can advise on appropriate targets and interventions to meet learner's needs and maintain an overview of the inclusion register for children.

The EAL co-ordinator is responsible for the management of pupils who have English as an Additional Language. They can advise teachers and provide support for learners where needed to ensure the learners needs are met with visual aids and dual language resources.

Early help and Pastoral Care will liaise with SEND coordinator on a daily basis for advice and support on how to meet learners needs.

The Head Teacher has ultimate responsibility for pupils who are C4C or PP.

### **Concerns or Complaints**

If a parent/carer has any complaints or concerns regarding the inclusion of their child, they should make an appointment to speak to the class teacher, SENCo or Headteacher. Further guidance is available on the complaints policy.