



Inclusion Policy

Kenilworth Primary School

Our Vision

*'High Aspirations Today, Inspiring
the Leaders of Tomorrow.'*

Ratified by Governors: September 2025

Review Date: September 2026

INTRODUCTION:

This policy was written as a supplement to the Special Educational Needs Policy, where there is a more detailed discussion of provision for those children with specific difficulties. It aims to clarify arrangements for the inclusion of all groups of children.

At Kenilworth Primary School our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

This policy encompasses all learners within our school. We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them so that they can each fulfil their individual potential.

We believe that educational inclusion is about equal opportunities for all learners. We pay particular attention to the provision for and the achievement of different groups of learners:

- Children who are eligible for the Pupil Premium grant (those who have been in receipt of free school meals within the last six years and Children Looked After)
- Boys and girls
- Black and minority ethnic groups
- Travellers
- Asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational need or disability
- Others such as those who have complex health needs; those who are young carers and those who are in families experiencing stress or in vulnerable situations
- Any learners who are at risk of disaffection and exclusion

AIMS:

At Kenilworth Primary School we aim to identify individual needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

TEACHING AND LEARNING:

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting appropriate learning challenges
- Responding to the diverse needs of the children
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities to meet the needs of individuals or groups of children

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these 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 and having an impact?
- How can we support all children to have high aspirations and achieve their potential?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

LEARNING AND TEACHING STYLES:

When the attainment of a child falls below the expected level, using formative and standardised assessments, teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teachers and support staff ensure that all 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
- Participate fully regardless of disabilities or medical needs.

CHILDREN WITH DISABILITIES:

If children at Kenilworth Primary School have disabilities, we are as committed to meeting their needs as we are to meeting the needs of all groups of children within our school. Kenilworth fully meets the requirements of the Disability Discrimination Act that came into effect in September 2002. All reasonable steps will be taken to ensure that these children are not placed at a disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. The majority of classroom entrances are wide enough for wheelchair access and the designated points of entry for the school allow wheelchair access. The toilets have a specially adapted changing bed. For children with non-physical disabilities, we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school uses specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical needs.

Teachers will, if necessary, modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials.

Teachers and support staff will ensure that the work undertaken by children with disabilities:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work or when, for example, using vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Uses assessment techniques that reflect their individual needs and abilities;
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

INCLUSION AND RACISM:

The diversity of the society in which our children are living, is addressed through the planned 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 contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Equalities policy.

The school takes every opportunity to teach about a range of faiths and has a strong community of people from different backgrounds working together to support each other and the school. For example, the very successful and enjoyable annual international day where families from different cultures share food and information about customs and costumes.

RESPONSIBILITY:

The School SENCo has the responsibility to:

- Oversee provision
- Conduct termly learning walk to identify good practice, next steps and positive impact
- Meet with parents termly to review APDR targets and provision
- Meet with parents of children with EHCPs to review their EHCP linked to their Section F provision
- Apply for and monitor use of SEN funding alongside the Headteacher
- Stay up to date with developments in this field
- Attend parent meetings in conjunction with the class teacher.
- Attend termly cohort meetings with SLT and the class teacher at least three times a year to discuss additional needs, concerns and to review provision.
- Oversee provision for these children on a day-to-day basis
- Be alerted to newly arising concerns via teachers, parents and support staff
- Targets arising from progress meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g., differentiation, varied teaching styles
- Monitor the quality and effectiveness of provision for pupils with SEN and additional needs through normal practices such as classroom observation

SEN support is primarily delivered by class teachers through adapted teaching methods. Additional support is provided by the Teaching Assistants and Learning Support Assistants throughout the school. The intervention plan for provision is reviewed half termly.

Support staff, class teachers and outside agencies liaise and share developments in order to inform reviews and forward planning.

PARENTAL INVOLVEMENT:

- Staff and parents/carers will work together to support pupils identified as having additional needs
- Parents/carers will be involved at all stages of the education planning process
- An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs every term.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- Individual targets will include targets to work towards at home, and parents/carers are invited to contribute their views to the review process. Parents will receive a copy of targets and reviews.
- Ideas and materials for supporting learning at home will be discussed with parents and distributed on request.
- Parents' evenings provide regular opportunities to discuss successes, progress and any concerns. Parents are able to make other appointments on request after meetings.

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT:

For a child who is not making adequate progress despite a period of support, the school may request that the child has an Education Health and Care Plan.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

EDUCATION HEALTH AND CARE PLANS

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

For children who have an EHC plan there will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the

LEA whether any changes need to be made. If a child's special educational needs change, a review is held as soon as possible to ensure that the provision is still appropriate.

THE SCHOOL'S ARRANGEMENTS FOR STAFF TRAINING:

All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

In-house additional needs and inclusion training is provided through staff meetings.

EXTERNAL SUPPORT SERVICES:

The Inclusion Leader liaises regularly with the Educational Psychologist and other outside agencies, for example:

- Mental Health 1:1 Support
- Family Support Worker 1:1 Support
- Hertfordshire Advisory Teacher
- Attendance Improvement Officers/Service
- School Nurse
- Community Paediatrician
- Speech and Language Therapist - NHS
- Speech and Language Advisory Service
- SCERTS Speech and Language Therapist
- School Counsellor
- Physiotherapy
- SEMH – Outreach through Summerswood HIVE Base
- SEMH – Outreach through Watling View Specialist Provision
- Occupational Therapy

