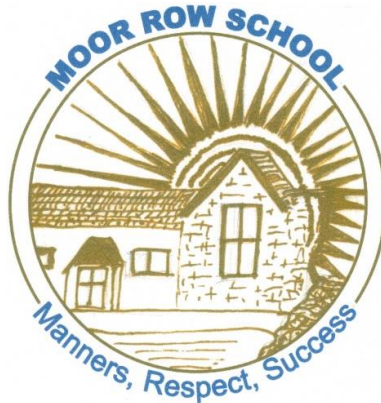# Moor Row Primary School
'Learning for Life'

INCLUSION: PROVIDING EFFECTIVE LEARNING OPPORTUNITIES FOR ALL PUPILS

Approved by Governing Board May 2024	
Proposed review date:	May 2025

Rationale

At Moor Row Primary School, we have a responsibility to provide an appropriate and high-quality education to all our children. This curriculum should be broad and balanced and the National Curriculum is the starting point for planning. Effective learning opportunities for all pupils are the foundation of inclusive education and we strive to create programmes of study which provide all pupils with relevant and appropriately challenging work. ==Inclusion does not mean that all learners are treated in the same way but that we respond to learners in ways which take account of their life experiences and needs. At Moor Row Primary School, we are adaptive and supportive of our pupils.==

==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. It has to be stated however, that in order to include pupils successfully into school life, the health and safety of pupils and other stakeholders is of upmost priority. Pupils who are a potential danger or who threaten the quality of education of other pupils may not be fully included and alternative provision may need to be made or sought.

Aims and Values

- We aim to give every learner the confidence to achieve their full potential by setting suitable learning challenges with high expectations.
- We aim to provide a broad, balanced and inclusive curriculum in response to pupils' diverse learning needs providing a wide variety of experiences for all.
- We aim to develop learning through partnership with children, parents and the wider community, resulting in children who are active learners, overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to provide an environment that is inspiring, rich and structured, that is well planned, well organised and is both safe and caring.
- At Moor Row Primary School, we look to the future by enabling all children to acquire the skills they need for adult life and self-fulfilment. To help embrace a diverse and global community and realise their value within and to society.
- We aim to minimise the need for certain pupils to be disapplied from aspects of the National Curriculum.

Objectives

==Our school aims to be an inclusive school, supporting pupil's with diverse needs and working in partnership with parents and carers.==

In planning and teaching the National Curriculum, Adults always have due regard to the following:
- To set suitable learning challenges
- To provide all pupils with the opportunity to experience success in learning and to achieve as high a standard as possible
- We plan opportunities to scaffold and support learners to strive to achieve Age Related Expectations.
- Where pupils are working well below age related expectations and the National curriculum the 'Engagement Model' will be followed for planning and assessment.
- Where appropriate to provide curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as Speech and Language therapy, small group/ 1:1 ELSA support, Nurture activities etc.

Organisation and Planning

Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions.

Scaffolded support will be put in place to aid pupils to strive to achieve Age Related Expectations. Pupils on the SEND register will also be supported to achieve their own specific tailored SMART targets set and shared with parents via the pupil's Individual Education Plan (IEP)

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects (Greater Depth) Adults plan suitably challenging work. Adults plan further ==challenge== by extending the breadth and depth of study within individual subjects and ensuring a mastery approach.

Responding to pupils' diverse learning needs

When planning, Adults set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Adults are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Adults plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that they meet the full range of pupils' needs, Adults are aware of the requirements of the Equality Act 2010.

Adults 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.

Creating Effective Learning Environments

Adults create effective learning environments in which:
- Discrimination is eliminated
- The contribution of all pupils is valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate and view positively similarities and differences in others, whether arising from race, gender, ability or disability
- Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- All forms of bullying and harassment, including racial harassment, are challenged
- Pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.
- Ensuring teaching and learning of British values is both specific through Assembly focus as well as discrete across the curriculum.

Securing Motivation and Concentration

Adults secure pupils' motivation and concentration by:
- Using teaching approaches appropriate to different learning styles.
- Using appropriate levels of ICT to engage and equip pupils for the 'real world' of work.
- Using, where appropriate, a range of organisational approaches to ensure that learning needs are properly addressed
- Varying subject content and presentation so that this matches their learning needs
- Planning work which builds on their interests and cultural experiences
- Planning appropriately challenging work for all individuals.
- Using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- Planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- Acting to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

Providing Equality of Opportunity

Teaching approaches that provide equality of opportunity include:

- Ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education,
- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, computing, art and design, music and physical education
- Avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, computing, music and physical education
- Taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, computing and art and design
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. (See Overcoming potential barriers to learning and assessment for individuals and groups of pupils.)

Using Appropriate Assessment Approaches

Adults use appropriate assessment approaches that:

- Ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- Are familiar to the pupils and for which they have been adequately prepared
- Use materials which are free from discrimination and stereotyping in any form
- Provide clear and unambiguous feedback to pupils to aid further learning.

Setting Targets for Learning

Adults set targets for learning that:

- Build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- Are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.
- Ensure that IEP targets for pupils on the SEND register are SMART and shared with parents.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils at Moor Row School have particular learning and assessment requirements which go beyond the provisions described in the above sections which if not addressed, could create barriers to learning.

These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

- Adults take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, Adults bear in mind that special arrangements are available to support individual pupils.

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. Adults will encounter a wide range of pupils with special educational needs, some of

whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through scaffolded support. Pupils may have intervention support consistent with school-based intervention as set out in the SEN Code of Practice.

A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with an Education, Health Care Plan (EHCP). Teachers, where appropriate, work closely with representatives of other agencies who support the pupil.

Adults 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.

Helping with Communication, Language and Literacy

Adults provide for pupils who need help with communication, language and literacy through:
- Using texts that pupils can read and understand
- Using visual and written materials in different formats, including large print, symbol text and Braille
- Using iPads, notebooks, other technological aids and taped materials
- Using alternative and augmentative communication, including signs and symbols
- Using translators, communicators and amanuenses.

Developing Understanding

Adults develop pupils' understanding through the use of all available senses and experiences, by:
- Using materials and resources that pupils can access through sight, touch, sound, taste or smell
- Using word descriptions and other stimuli to make up for a lack of first-hand experiences
- Using computers, visual and other materials to increase pupils' knowledge of the wider world
- Encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Planning for Full Participation

Adults plan for pupils' full participation in learning and in physical and practical activities through:
- Using specialist aids and equipment
- Providing support from adults or peers when needed
- Adapting tasks or environments
- Providing alternative activities, where necessary.

Managing Behaviour

Adults help pupils to manage their behaviour and take part in learning effectively and safely by:
- Setting realistic demands and stating them explicitly and calmly.
- Using positive behaviour management.
- Giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group

- Teaching pupils to value and respect the contribution of others
- Encouraging and teaching independent working skills
- Teaching essential safety rules.

Managing Emotions

Adults help individuals manage their emotions and take part in learning through:

- Identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- Providing positive feedback to reinforce and encourage learning and build self-esteem
- Selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- Creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- Allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.
- Providing Emotional Literacy Support through our ELSA (Emotional Literacy Support Assistant) as well as providing a safe space for this to occur.
- Offering a range of support within school including: Lego therapy, Time to talk, Sensory play and Sensory circuits.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers at Moor Row Primary School with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision.

Adults take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset of work, in order to minimise the need for disapplication.

At Moor Row School, Adults take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Planning to Complete Tasks

Adults plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- Taking account of the very slow pace at which, some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- Being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- Allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- Being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Developing Skills in Practical Aspects

Adults create opportunities for the development of skills in practical aspects of the curriculum through:

- Providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- Providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials

- Ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Overcoming Specific Difficulties

Adults overcome specific difficulties for individuals by initially seeking support from specialist teaching services and then by following their programmes such as:

- Using approaches to enable hearing impaired pupils to learn about sound in science and music
- Helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- Providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- Discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is undertaken to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English.

Adults plan learning opportunities, in conjunction with specialist teaching services to help pupils develop their English and aim to provide the support pupils need to take part in all subject areas.

Adults take specific action to help pupils who are learning English as an additional language by:

- Developing their spoken and written English
- Ensuring access to the curriculum and to assessment.

Developing Spoken and Written English
Adults develop pupils' spoken and written English through:

- Ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- Explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- Providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- Ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- Where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- Building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring Access

Adults make sure pupils have access to the curriculum and to assessment through:

- Using accessible texts and materials that suit pupils' ages and levels of learning
- Providing support by using computers or video or audio materials, dictionaries and translators, readers and amanuenses
- Using home or first language, where appropriate.

Resources:

Resources for additional needs and inclusion are purchased as appropriate and are matched to the needs across the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

How will we monitor inclusion?

Every staff member is responsible for inclusion. Class teachers are responsible for inclusion within their class. Within leadership all subject leaders are responsible for inclusion across their area of the curriculum. The Headteacher is responsible for inclusion as a whole across the school and Governors are responsible for inclusion at a strategic level.

To ensure we are inclusive the following strategies will be used across the school:

- Regular tracking of pupil attainment through termly Risk Assessment meetings. Reviewing the impact of interventions and identifying the need for further provision.
- Subject Leaders reviewing termly data for subject areas.
- Monitoring - Lesson dips, Book looks, pupil interviews/discussions.

Links with other schools / Transition arrangements

Class teachers of children joining from other schools will receive information from the previous school. If there is a SEND issue the SENCO will contact the school that the pupil is transferring from to further discuss the child's needs. Children transferring to new schools will have information sent and the SENCO will discuss with the SENCO from the new school. Pupils on the SEND register and any other pupils who require additional transition work will be supported by the school to access further transition opportunities.

Policy Review.

This policy will be reviewed annually. The date of the next review will be May 2025.