

# Thomas A' Becket Infant School



## Inclusion Policy

### Aims and Objectives

Thomas A' Becket Infant School aims to be an inclusive school with equality of opportunity a reality for all our children. This policy ensures we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children.

We aim for children to build resilience, independence, confidence and effective social skills.

We make this a reality through the attention we pay to the different groups of vulnerable children within our school:

- Boys and girls
- Children who need support to learn English as an additional language (EAL)
- Children 'looked after' by the local authority (CLA) and forever CLA
- Children with special educational needs and/or disabilities (SEND)
- Children whom are entitled to free school meals, Ever 6 and receive Pupil Premium
- Children with social, emotional and mental health needs
- Academically more able children
- Children from minority ethnic groups
- Travellers, asylum seekers and refugees
- Children and families of different religions and beliefs
- Sick children; young carers; those children from families under stress
- Children who are at risk of disaffection and exclusion
- White working-class boys

Through our policies, provision and practice Thomas A' Becket Infant School we aim to:

- Ensure all our children achieve their best
- Identify and act on any differences in achievement for different groups
- Regularly review our actions/interventions to ensure they are effective in supporting different groups
- Promote racial harmony and understanding to help children live successfully in a diverse society

At Thomas A' Becket we treat all individuals with respect regardless of differences. Each child, staff member, governor, parent/carer and visitor to the school is welcome and highly valued as part of our inclusive community.

We have pupils from a wide variety of backgrounds. Staff plan carefully to ensure that all children can achieve and make good rates of progress.

We acknowledge and share an interest in children's language, religion, faith, customs and family situations.

We are aware of children and staff who may need additional support; our staff is dedicated and takes an active role in the development of themselves and others. The child is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We do this through:

- A diverse curriculum that reflects the diversity of our community
- Setting suitable learning challenges
- Making learning fun
- Ensuring that pupils are healthy and safe
- Responding to all children's learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (E.g. speech and language support carried out by trained staff members).
- Regular monitoring of progress and attainment for all children identified as vulnerable

### **Teaching and Learning Style**

We gather data to help us to review children's progress. We also monitor children's access to extra activities, for example breakfast club and after school clubs. We analyse the attainment of different groups of children to ensure that all children are achieving. Teachers use this information when planning their lessons and for interventions, in order to 'close the gap' for different groups of children compared to other learners.

Children in need of additional support are identified on the class provision map. This will detail the additional support and interventions that they will receive. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Individual learning plans (I.L.Ps) are implemented and outcomes set at a suitable level.

Adults in school are familiar with the relevant equal opportunities legislation covering race, gender and disability. Adults follow our ethos and ensure that children:

- Feel safe and secure
- Know that their contributions are listened to and valued
- Appreciate and value the differences they see in others
- Take responsibility for their actions
- Participate safely in clothing that is appropriate to their religious beliefs
- 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 in school life, regardless of disabilities or medical needs.

## **Children with disabilities**

Some children in our school have disabilities and consequently need additional resources. The school fully meets the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

When placing children with a disability in classrooms we will take into account the nature of the disability and seek to place the child in the most appropriate classroom for their needs wherever possible.

Teachers will modify teaching and learning as appropriate for these children.

In their planning, teachers will ensure that they give all children the opportunity to develop skills in practical aspects of the curriculum. Children with SEND are included in all school trips. We write comprehensive risk assessments to support safe inclusion. In response to the Equality Act (2010), this protects individuals from discrimination, harassment and victimisation based on protected characteristics including disability.

The governing body will continue to review how the school can be made more accessible for disabled children and the Accessibility Plan will reflect this.

Teachers ensure that the work undertaken by disabled children:

- 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 using, for example, vision aids
- Is adapted or offers alternative activities in those subjects in which 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
- Use assessment techniques that reflect their individual needs and abilities.

## **Disapplication and modification**

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

We achieve this through greater adaptation of the curriculum and/or through the provision of scaffolds and additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child. 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/carers and we follow the local authority's requirements.

The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we proceed with modification or disapplication, we would do so through: Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs; Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

### **Inclusion and racism**

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our curriculum, we use resources that reflect diversity and avoid discrimination and stereotyping. All racist incidents are reported to the Headteacher and are reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents

### **Being an inclusive school**

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in the school's performance, but also in its ethos and willingness to offer new opportunities to children who may have experienced previous difficulties. This does not mean treating all children in the same way. Rather it involves taking account of children's varied life experiences and needs. The most effective schools do not take educational inclusion for granted.

Therefore, Thomas A' Becket constantly monitors and evaluates the progress each child makes. We identify any children who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. We take practical steps – in the classroom and beyond – to meet children's needs effectively and promote tolerance and understanding in a diverse society.

At Thomas A' Becket the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning, to remove barriers to children's learning and narrow their attainment gap.

At Thomas A' Becket we:

- Make full use of our sensory room.
- Arrange furniture to accommodate wheelchairs.
- Prepare the school environment for pupils with additional needs.
- Share and celebrate festivals from other faiths.
- Implement Early Help plans and work with multi-agency hubs to improve prevention and support intervention at the earliest point, to support the most vulnerable families.
- Liaise with parents, professionals, schools and organisations to ensure children experience a smooth transition throughout their learning.
- Liaise with specialist nurses, doctors and outside agencies concerned with children who have medical conditions.

- Liaise with Children and Young People’s Services and the Educational Welfare Officer where there are concerns with children’s attendance. The school may choose to issue a Fixed Penalty Notice where there is sufficient cause for concern.
- Identify a designated teacher to support our Children that are Looked After (CLA) and vulnerable children.
- Provide care and support for children with specific medical conditions or disabilities.
- Provide care and support for children experiencing emotional difficulties such as, bereavement.
- Provide the services of a learning mentor to work closely with individual children.
- Consult with external agencies in order to seek a positive way forward for individual children.
- Have a named Designated Safeguarding Lead and deputy.
- Employ a SENDCo/Inclusion Manager, responsible for tracking and auditing the attainment and progress of all children who have been identified by the school as having needs that fall within the categories identified within the Code of Practice.

This policy should be read in conjunction with:

- The Special Educational Needs and/or Disability policy and practice
- Anti-bullying policy
- Behaviour and Discipline policy
- Child Protection and Safeguarding;
- Single Equality Policy
- Education for Children Looked After policy and the school’s Local Offer (available on Thomas A’ Becket’s website).
- Prevent Risk Assessment

**Health and Safety and Risk Assessments**

At Thomas A’ Becket we consider the health and safety of all our pupils to be of paramount importance. Please see the following school policies:

- Health and Safety policy
- Off-site visit policy
- Fire policy
- Early Years policy
- Child Protection policy
- Accessibility Plan
- Medicines in School policy

<b>Committee</b>	<b>Signed by</b>	<b>Date</b>
<b>Full Governing Body</b>	<b>Chair – Martin Winstone</b>	<b>5 July 2022</b>

<b>Review date</b>	<b>Spring Term 2024</b>
--------------------	-------------------------