



Inclusion Policy



Reviewed January 2023

Review January 2025

General Statement

At Allesley Primary School we believe in the individual. Our school values of compassion, perseverance, independence, respect, honesty and positivity underpin our ethos.

We value and celebrate difference and seek to instil the belief that all children have their own unique contribution to make to our school and as part of the wider local community.

Pupils of different ability, race, gender, disability, ethnicity, language, faith, social background, and family make up are provided with an education that seeks to prepare them for the opportunities, responsibilities and experiences of adult life.

As a school, we place high value on pupil wellbeing. Alongside promoting school values, PSHE and relationships teaching, we ensure we identify and support pupils with social and emotional need. We have a learning mentor who meets with identified pupils regularly and provide opportunities to support pupils with difficulties. These difficulties vary from a child who has lost a parent, to child who is having difficulties developing friendships and so much more.

We understand that transition between classes and year groups can be challenging for pupils for a range of reasons and we place high value on this. Prior to changing classes all pupils are given the opportunity to visit and meet their new adults and spend time with their new class. Where pupils' additional needs mean that transition is more challenging, we offer bespoke transition where these pupils are given additional opportunity to visit and become familiar with their new surroundings. We ensure that staff communicate efficiently about pupils so that any needs are taken into account and practise continues to be as inclusive as possible.

Curriculum

Alongside the teaching and learning of academic skills required for adult life, we work hard to ensure everyone has opportunity to discover their own strengths and develop these to feel successful and fulfilled.

"Everyone is a genius. But if you judge a fish on its ability to climb a tree; it will live its whole life believing that it is stupid." Albert Einstein

Children need to try new and exciting opportunities in order to learn about themselves and discover interests and talents. We endeavour to do this through our exciting broad and balanced curriculum and through wider learning opportunities. We are always looking for new innovative ideas to excite children and foster inclusion. We work hard to ensure that pupils are able to access and enjoy the wider curriculum regardless of academic ability or barriers to learning.

Trips out of school are an important aspect of developing the whole child. We endeavour to give every child the opportunity to join the Year 6 residential to Dol-y-moch. Here children often experience time away from the family home for the first time. They try different outdoor challenges like orienteering, rock climbing and kayaking. We try to remove all barriers and obstacles to attending this trip, whether it is financial, family circumstances or a physical disability. This has had a huge impact on a great many of our children who have been able to articulate just how important this holiday was to them at a crucial time of their development.

We also have an extensive variety of clubs where children can try new interests. Along with developing the whole child we are very mindful that children need to gain certain key skills to give them the best opportunities in life. We are committed to children reaching their academic and social potential.

Definition of inclusion

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

Allesley Primary works very closely with outside agencies to promote inclusion. For example, we work closely with the Social Emotional Mental Health & Learning Team, the Educational Psychology Service, Occupational/Physical Therapy Service, Sensory Support, Complex Communication Team and the Ethnic Minority Achievement Service.

At Allesley Primary School we aim to offer the best learning experiences tailored to meet the needs of our children through a **quality first** teaching approach; however, for some children there are occasions when further additional support may be needed to help them achieve and progress.

For children identified as having special educational needs, the Code of Practice has created a category called 'SEN Support'. Some children may go on to need an Education Health Care Plan to support their needs.

Schools need to remove barriers to learning and put effective special educational provision in place.

This provision is defined as '**additional to and different from**' that of their peers'.

The Code of Practice 2014 describes four broad areas of SEN as:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

We recognise children and their needs might fit into more than one category. Allesley Primary School has experience in supporting children with all of the above, and we invest time and training from outside agencies to support any child in our care to ensure their needs are met.

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

If a SEN need is identified, the children will also be placed on the SEND register and will be classed as having SEN Support. Some children will be on the SEND register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period. Using the Assess, Plan, Do, Review cycle, the SENCO will continually evaluate and update the SEN register and monitor the interventions and support available to children to ensure that the SEN needs of each child are being met.

The following are NOT SEN but may impact on progress and attainment too:

• Disability (the Code of Practice outlines the "reasonable adjustment" for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN) • Attendance and Punctuality • Health and Welfare • EAL • Being in receipt of Pupil Premium Grant • Being a Looked After Child • Being a child of Serviceman/woman Behaviour is not SEN.

Accessibility

There is a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils. Allesley Primary School work closely with the LA to ensure that accessibility is considered in all building work when appropriate. Curriculum accessibility is closely monitored and assessed by the SLT, subject leaders, curriculum and Inclusion leads.

Related Policies

Personal, Social and Health Education Policy - Allesley Primary School July 2021

Child Protection and Safeguarding Policy 2022-2023 – can be found on the school website.

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (May 2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)

The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)

Accessibility Plan

Teachers Standards (2012)

The Graduated Approach at Allesley

We promote a 'Graduated Approach'. This is a four-part cycle through which earlier decisions and actions are revisited. Over time, this leads to a greater understanding of the child's needs and how best to support learning.

The four stages of the cycles are:

Assess, Plan, Do, Review

Assess

Assessments of children's needs are made through a whole child approach. In class teachers are constantly assessing the children through verbal feedback, written work and ongoing assessments. The Headteacher/Senior Leadership Team and the SENCo meet with the teachers to talk about progress and discuss the provision and interventions required to close the gaps where underachievement has occurred and where special educational needs are identified.

Plan

Inclusive **Quality First Teaching** is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, that is differentiated, is accessible to individual children. Sometimes there is additional support planned through interventions. These are delivered in small group or on a one-to-one basis in or outside of the classroom. Interventions are planned and the impact of learning tracked carefully by class teachers and teaching assistants.

Do

Every teacher is responsible and accountable for all children in their class wherever or with whoever the children are working with. Teachers work closely with Teaching Assistants and other specialists to plan and assess the impact of targeted interventions.

Review

Teachers monitor the progress of all children in their class, including those with SEN. Each term they meet with a member of the senior leadership team/SENCo to discuss

progress. Teachers meet parents to discuss progress towards targets. As children mature they are encouraged to take a greater role in reviewing their own progress.

Support

Local authorities must publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

The local offer must include provision in the local authority's area. It must also include provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible. This information is available at <http://www.coventry.gov.uk/sendlocaloffer>

More information regarding the Local offer and what school can offer our SEND children can be found on our school website.

Roles and Responsibilities

The governing board will approve the Inclusion policy and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that Relationships Education and Health Education are taught consistently across the school. The Inclusion Lead is responsible for monitoring inclusion, for example through discussion with staff, discussion with pupils, observations and tracking of provision and progress.

Staff play an active role in promoting an inclusive environment and providing an inclusive education, modelling positive attitudes and responding to individual pupils needs. Staff are also responsible for monitoring teaching, pupil understanding and progress. Staff will be given opportunity to receive training and professional development. This has recently included training such as Autism for girls, Understanding Autism and behaviours, Literacy difficulties, PACE-R, Supporting Children to self-regulate in the Foundation Stage and Yoga and Well-being.

Pupils are expected to contribute to the inclusive ethos and to treat others with respect and sensitivity.

The role of parents or carers in developing inclusion is vital. Parents should model and support positive attitudes and be given the opportunity to support and follow up strategies at home.

Parents have also asked for an idea of the different things we do at school to help children with different levels of need in different areas. To meet the needs of the individual child we need a flexible approach, and we are constantly looking for new ways to support SEND. Below are some examples of the graduated approach we use to support all learning within our school.

Interventions supporting children at Allesley Primary School

	Cognition and Learning	Communication Needs	Emotional and Social Needs	Sensory & Physical Needs
1. All children at school	Quality First Teaching Differentiated support and challenge to meet all needs 'Next steps' targets Additional aids to support visual, auditory, and kinaesthetic learning Visual timetables High interest reading books Access to ICT Talking Tins Live intervention Live Marking	Quality First Teaching Differentiated support and challenge to meet all needs Differentiated curriculum planning activities, delivery, and outcome e.g. simplified language Pre-teaching of key vocabulary Increased use of visual aids/modelling Adapted classroom environment Visual timetables Use of symbols Structured school and class routines	Quality First Teaching Whole school behaviour policy Whole school values Individual class rules Personal Social Health Education (PSHE) 'Circle time' to discuss social and behavioural issues in class as they arise Safer handling - positive behaviour programme Thrive approach Learning mentor support	Quality First Teaching flexible teaching arrangements Staff awareness of implications of physical impairment Writing slopes Pencil grips Classroom positing Multi-sensory approach to learning (e.g., Numicon helps children to visualise and 'feel' maths, writing letters in the sand)
2. Children on the SEND Register (Depending on severity of need & when appropriate)	Intervention programmes - English and Mathematics Precision teaching Reading partners/Paired Readers SOS Spelling Shared in class support from TA/CT 1/1 TA support	In class support with focus on supporting speech and language Communication skills groups Symbol supported text/communication in print Individual visual timetables Individual workstations	Circle time Social skills group with learning mentor Anger management- Learning mentor In class support for supporting behaviour targets Nurture groups	Brain Gym type exercises Keyboard skills Additional fine motor skills opportunities In class support for access and safety Stress balls, fidget toys and a range of sensory objects

	Multi-sensory spelling practice groups Small group support SEHM&L / EP advice & Targets addressed Auditory and visual memory games Fine Motor programmes	Specialist programmes devised by external agencies Speech and Language Therapy (SaLT) Autism specific programmes Complex Communication (CCT) support Peer mentoring Social stories Comic strip conversations	Stress balls, fidget toys etc. Individual counselling Individual reward systems Advice from EP Friend groups-Learning mentor Peer mentoring CAMHS/SEHM&L advice and support	Individual support to access the curriculum Occupational therapy Physiotherapy Access to specialist ICT hardware and use of ICT equipment Advice/input from Sensory Support Service Handwriting Interventions
3. Children with an ECHP	<p>Support for children with an Education Health Care Plan is agreed in collaboration with children, Parents, teachers, and external professionals such as the Education Psychology Service, SEMH&L, Speech and Language and the Local Authority</p> <p>Support and provision is monitored by the class teacher and SENCo and reviewed at an annual review meeting with the external professionals concerned.</p>			

