TWO MOORS PRIMARY SCHOOL
INCLUSION POLICY

Introduction

We value the individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Inclusion is a term used within education to describe the process of ensuring equality of learning opportunities for all children and young people.

Since the publication of the *Every Child Matters White Paper* (ECM) in 2003 its five outcomes have formed the framework of a policy for inclusive education. The five ECM outcomes stated that all children and young people should:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

In the context of these five outcomes, and in the context of well-being as defined within the Children Act 2004, inclusion within our school is a process of identifying, understanding and breaking down barriers to learning, participation and belonging. It will aim to enhance the quality of the educational experience for all children, helping them to play a full part in the life of the school.

Aims and Objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups, including travellers
- children who need support to learn English as an additional language
- children with Special Educational Needs and Disabilities (SEND)
- gifted and talented children
- children who are at risk of disaffection or exclusion
- looked after children
- other children such as sick children, young carers, those with families under stress, asylum seekers and refuges

The National Curriculum

This is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for both individuals and groups of pupils

Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy).

It is the responsibility of all staff in the school to ensure that the needs of pupils are identified and responded to in a way that will maximise their learning and participation in the school community.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement between different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Are teachers familiar with relevant equal opportunities legislation?

Disapplication

The school can, where necessary, modify or disapply 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 differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies 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 and the Local Authority. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action

Teaching and Learning Styles

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. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child fails significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where attainment of a child significantly exceeds the expected level of attainment, teachers use materials for a later stage, or extend the breadth of work within the area for which the child shows particular aptitude. Teachers are familiar with the relevant equal opportunities legislation covering race, gender, disability and the other protected characteristics under the Equality Act.

Teachers ensure 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
- 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
- are encouraged to participate fully, regardless of disabilities or medical needs
- participate in out of school learning opportunities, subject to health and safety

School policies / documents that are also relevant include:

- SEN and Disabilities policy
- Behaviour policy, including exclusion and truancy procedures
- Anti-bullying policy
- Admissions, including information on part time/shared placement
- Attendance policy
- Equality policy
- School Accessibility plan
- Child Protection / Safeguarding policy
- Positive Handling
- School Improvement Plan
- Curriculum policy
- P.S.H.E. policy
- British Values and Community Cohesion Promotion Statement

Children with Disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. The designated points of entry for our school allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for our 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 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
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities

Planning Development

In our school the teaching and learning, achievements, attitudes and well-being of every child are important.
We follow necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. Staff are trained to know that all pupils should have equal access to information through differentiation of the curriculum.
Teachers are released every week to plan and prepare resources for lessons.

Names and profiles of those with specific involvement in developing inclusive practices

At Two Moors Primary School, we understand that the well-being of our children may be affected by a variety of reasons. We have a designated team who will monitor pupil progress on a regular basis, seek to identify any additional needs and draw up School based Support Plans as appropriate. These plans are tailored to the individual and may involve developing SEND provision maps, enlisting support for issues raised through Child Protection/Safeguarding procedures or arranging counselling for other issues, such as a divorce or a bereavement in the family.

The team draws on both the expertise from within the School and outside support agencies as appropriate. Planning will also involve the views of Parents / Carers and the views of the pupils themselves, as much as possible.

- Mr. Rob Boraston, Assistant Headteacher and Inclusion Manager - Designated Safeguarding Lead (DSL) SEND co-ordinator (SENDCo) Designated Teacher for Looked after Children, Gifted and Talented Pupils
- The child's Class Teacher
- The Head of the child's Key Stage
- The team may also include Mrs Caroline Buckley, the Headteacher, the Deputy DSLs, along with support from the School Counsellor, Behavioural Support practitioners and the Education Psychologist, as applicable.

Partnership with Parents and the Community

We value parents as the first and foremost educators and we have a commitment to work together for the best of the children. We see the community as a valuable resource and develop relationship to support the curriculum. We teach children a sense of responsibility and pride in their community. We build partnerships with other schools in order to provide smooth transitions, continuity and progression.

Partnership with External Agencies

Good links exist with Local Authority support services and other agencies

Service	Link Person (if any) Subject to change
Educational Psychology Service, including Behaviour Support Team	Chris Wardle
Pupil Referral Unit	
LACE team (Looked After Children)	Kate Clarke
Education Welfare Officer (attendance)	Amy Lambert
Inclusion Officer	David Archer
EMTAS (Ethnic Minority and Traveller Achievement Service)	Kate O'Neil
Young Carers www.devoncarers.org.uk	08456 434 435
Physiotherapist	
SEND Strategic Support Service	Jeanette Savage
Early Help for Mental Health	

Service	Link Person (if any) Subject to change
Speech and Language therapy	Michaela Deerness
Social Services	Duty Social Worker/ Family Help Desk
Early Help Co-ordinator	Sam King
School Nurse	Cherry Traynor-Cox
Child and Adolescent & Mental Health Service (CAMHS)	Virgin Care
Action for Children Children's Centre	01884 250449
Extended School Service	F.I.S.H
ICT Support	Janey Clark
Children's Integrated Services	Single Point of Access
Hearing Impairment Support	Sue Carter
Communication and Interaction Team	Babcock LDP
Devon Information Advice & Support www.devonias.org.uk/	01392 383080 Sue Brealey

Monitoring and Reviewing

This policy will be monitored and reviewed in line with the school's policy review programme. The Headteacher and the Senior Leadership Team are responsible for reporting to the Governing Body.

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