



Inclusion Policy

Date approved: November 2019

Date of Next Review: November 2021



Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

This Inclusion Policy applies to Wildmoor Heath School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this policy, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

1 Introduction

- 1.1 The purpose of this policy is to ensure that all children are valued as individuals and are given every opportunity to make good progress and achieve the highest of standards regardless of their age, gender, ethnicity, attainment, background or any disability they may have.

2 Aims and objectives

- 2.1 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 that are within our school. We recognise that children may belong to more than one group and that we must be aware of the impact of this on their educational and social development. The groups in our school may include (NB. See appendices for further information):

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language (EAL);
- Children with special educational needs (SEN);
- Children with physical disabilities;
- More able children and those with significant talent in sport, music and the arts;
- Gypsy, Roma & Travellers (GRT);
- Asylum Seekers and Refugees;
- Children “looked after” by the local authority (LAC);
- Sick children;
- Young carers;
- Those identifying as gay or transgender;
- Children from families under stress;
- Learners at risk of disaffection and exclusion;
- Children who attract the pupil premium grant and / or have Free

- 2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges;
- Responding to children’s diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (e.g. speech and language therapy or mobility training.)

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

- Do all our children achieve as much as they can?
- How do we know?
- What are the differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- What is the impact of our actions / interventions?

3 Teaching and learning style

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, this means going back to earlier work from previous years or key stage. It may also require the use of P scales, which measure progress within national curriculum levels.

- 3.2 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 (see also Special Educational Needs Policy).

- 3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers use a range of extension materials, including work from a later year group or key stage and by providing additional challenge within the area or areas for which the child shows particular aptitude.
- 3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability (see Equality Duty Plan).
- 3.5 Teachers ensure that 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 targets that are appropriate, challenging and reviewed on a regular basis;
 - Are encouraged to participate fully, regardless of disabilities or medical needs.

4 Leadership & Management (Including monitoring, data analysis and target setting)

- 4.1 The Senior Leadership Team (SLT) ensure that targets for all pupils are appropriate, challenging and reviewed on a regular basis.
- 4.2 The SLT regularly monitors and analyses the progress and attainment of pupil groups. The findings are shared with staff and used to inform school planning, development and interventions.
- 4.3 The analysis of progress and attainment of pupil groups is reported to governors as appropriate.
- 4.4 The Headteacher is responsible for ensuring that teaching, the curriculum and other activities undertaken by the school are inclusive. This includes:
- ensuring that appropriate registers (e.g. SEN, EAL, G&T) are up to date
 - monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by children across all curriculum areas
 - regularly reviewing quality of teaching
 - providing advice and support to staff on teaching and learning strategies
 - liaising with parents, governors and LA officers on issues related to inclusion
 - delegating the above tasks to an Inclusion Manager, SENCO and / or the SLT as appropriate
- 4.5 The SLT and governors monitor this policy on a regular basis. The monitoring takes into account feedback from parents and children, as well as classroom observations of teaching and learning and evaluations of children's own work.

5 Working with others

- 5.1 When appropriate, we work jointly with Reading Borough Council (and other local authorities as appropriate) and other agencies to support and enable pupils to access (a) a broad and balanced curriculum (b) extended schools activities and (c) enrichment and opportunities within and outside of school.
- 5.2 We share and transfer, in a timely way, information and data to relevant agencies and individuals.
- 5.3 We foster good partnerships and encourage joint working with parents and carers, and where appropriate, social workers, health workers and other professionals; in order to secure a successful schooling experience for all pupils.

6 Disapplication and modification

- 6.1 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 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.
- 6.2 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 Education Authority. 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.
- 6.3 Should we go ahead 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.

7 Summary

- 7.1 In our school 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.

Appendix A: Boys and Girls

- A.1 We recognise that locally and nationally there are differences in attainment and progress between boys and girls in certain subjects.
- A.2 We ensure that our curriculum, teaching style, resources, school environment and enrichment opportunities:
- Ensure that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education;
 - Take into account 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, ICT, art and design, music and physical education;
 - Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education.

Appendix B: Minority ethnic and faith groups (See also

Equality Duty Plan).

- B.1 We recognise that locally and nationally there are differences in attainment and progress between White British and Black and minority ethnic and faith groups.
- B.2 We value the cultural and religious identity of all staff and pupils and look for opportunities in the curriculum (e.g. PSHE, RE) and in wider school life (e.g. whole and class assemblies, recognition of religious festivals) to celebrate and learn about these.
- B.3 We ensure that all children, irrespective of race, have equal access to the curriculum and that all resources and materials actively challenge racial stereotyping.
- B.4 We take into account the 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, ICT and art and design.
- B.5 We look for opportunities for children to meet and work with people from a range of cultural and religious backgrounds.

Appendix C: Children with disabilities

(See also Special Educational Needs Policy).

- C.1 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.
- C.2 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.
- C.3 Teachers ensure that the work for these 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.

Appendix D: Children with special educational needs (SEN)

D.1 See Special Educational Needs Policy

Appendix E: Children with English as an additional language (EAL)

- E.1 Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.
- E.2 Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years. We support further language acquisition by:
- Using purposeful contexts across the curriculum;
 - Providing opportunities for talking, listening and drama with a range of children and adults;
 - Identifying key vocabulary for each unit of work and including it in planning;
 - Displaying key vocabulary;
 - Providing additional support, e.g. repetition and modelling, peer support, writing frames, talking prompts, 1:1 reading and extra phonics lessons.
 - Visual and bi-lingual resources and displays;
 - Teaching and support staff model uses of language.
- E.3 Progress in the acquisition of English is regularly assessed and monitored. Assessment methods are checked for cultural bias and action is taken to remove any that is identified. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- E.4 Most EAL pupils needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to school's SEN provision. If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.
- E.5 Staff strive to encourage parental and community involvement by:
- Providing a welcoming induction process for newly arrived pupils and their families/carers;
 - Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications;
 - Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible;
 - Celebrating and acknowledging the achievements of EAL pupils in the wider community;
 - Recognising and encouraging the use of first language;
 - Helping parents understand how they can support their children at home, especially by continuing the development of their first language;
 - Accessing local authority or other agencies, where available.

Appendix F: Looked after children (LAC)

- F.1 We recognize that 'looked after children':
- Nationally experience educational under achievement.
 - Deserve the same life chances as any other child – to be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being.
 - Need good corporate parenting in order to realize their potential and improve their life chances.
- F.2 We participate in discussion, decision making, the planning of a Personal Education Plan (PEP) and a review of LAC progress, ensuring that regular attendance is maintained and that the recommendations of the Children Act 2004 and the current guidance stipulated by the DCSF are followed.
- F.3 The school works in partnership with the allocated Social Worker to ensure that each 'Looked after Child' is monitored and the PEP reviewed regularly.
- F.4 The Head Teacher and Deputy Head Teacher work to promote and sustain the educational achievement and welfare of LAC in our school.
- F.5 Staff are aware of how being 'looked after' may impact on the social, emotional and educational development of a young person. At all times staff maintain a holistic view of the child and are aware of issues that affect their education, good behavior and self-image.

Appendix G: More able children and those with significant talent in sport, music and the arts

- G.1 In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' or 'talented' as defined in 1.2 below.
- G.2 At Wildmoor Heath, the terms 'more able' and 'talented' refer to children with abilities significantly ahead of their year group (or with the potential to develop those abilities). 'More able' learners are those who have abilities in one or more academic subjects, like Mathematics and English, while 'talented' learners are those who have practical skills in areas like sport, music, design or creative and performing arts. Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for more able and talented children.
- G.3 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- G.4 We use a range of strategies to identify more able and talented children. The identification process is on-going and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- G.5 Children undergo baseline assessment within the first term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.
- G.6 As the children progress through the school, we assess them regularly in all areas of the National Curriculum to ensure that they are making at least expected progress and meeting the targets that are set for them. The children also undertake national tests in Year 2 and 6. We identify children as 'more able' learners when they achieve high levels (i.e. significantly above that expected for a child of that age) in one or more academic subjects (e.g.

Mathematics or English). We identify children as 'talented when they excel in the practical skills needed in areas like sport, music, design or creative and performing arts. Children that are 'more able' or 'talented' are recorded on the Inclusion Register, which is maintained by the Deputy Headteacher.

G.7 Each teacher regularly reviews the children's progress and discuss their progress with parents at the termly consultation meetings and report annually on each child's progress in July.

G.8 More able children in English often:

- demonstrate high levels of fluency and originality in their conversation
- use research skills effectively to synthesise information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary and enjoy working with words
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion

G.9 More able children in Mathematics often:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to hypothesize and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways

G.10 Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning

G.11 We offer a range of extra-curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Most activities change on a termly basis to cater for as many different interests as possible. Opportunities include a range of sports, art and design projects, ICT and a weekly drama club. Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

G.12 In some cases the school may not have the appropriate facilities or expertise to further develop a child's talent. Where this is the case, we direct children to opportunities outside of our school. This may include specialist programmes provided by Secondary Schools during school hours, links with sports clubs (e.g. Reading FC, London Irish RFC etc) or extended provision in other Primary Schools.

Appendix H: Vulnerable Children

H.1 We recognize that because of circumstances at home, some children are vulnerable to not making good progress or achieving at the standard they are capable of. Vulnerable children may be:

- Sick children;
- Young carers;

- Children from families under stress;
 - Learners at risk of disaffection and exclusion.
- H.2 When vulnerable children are identified, they are listed on the Inclusion Register. Staff members report concerns to the Headteacher or Family Support Advisor (FSA), who keep a record.
- H.3 Attendance and punctuality are monitored by the FSA and Educational Welfare Officer (EWO). The FSA works with parents to improve these where appropriate.
- H.4 Staff are aware of how home circumstances may impact on the social, emotional and educational development of a young person. At all times staff maintain a holistic view of the child and are aware of issues that affect their education, good behavior and self- image.
- H.5 The FSA works directly with families and children who are vulnerable. Support may include:
- Support and advice;
 - Signposting to external services and support;
 - Behaviour management / social skills groups;
 - 1:1 Counselling of children;
 - Applying for grants and bursaries;

Appendix I: Gypsy, Roma and Traveller Children (GRT)

- I.1 We recognize the importance of cultural and ethnic identity to children from the Gypsy, Roma and Traveller communities. We strive to ensure that the cultural, historical and linguistic backgrounds of these communities are reflected in the curriculum.
- I.2 We work in close co-operation with the Traveller Education Support Service to devise strategies to extend the school’s repertoire of professional development skills to facilitate effective parental liaison which results in parents from these communities taking a full and equal part in the life and work of the school.
- I.3 We work in close co-operation with the Traveller Education Support Service to monitor the accuracy of data collection regarding language and ethnicity and to develop appropriate strategies for any improvement.

Appendix J: Children who attract the pupil premium grant (i.e. eligible for Free School Meals in past 6 years)

- J.1 The targeted and strategic use of the pupil premium grant will support us in achieving our aim of helping everyone be the best they can be and to ensure that the attainment gap between this group and their peers is narrow. At Wildmoor Heath this will be done through:
- Quality first teaching that meets the needs of all children;
 - A range of group and individual interventions designed to support those with identified needs, including supporting and challenging the most able;
 - A rich and varied curriculum and enrichment activities designed to engage and motivate pupils, raise their aspirations and create a positive view of learning;
- J.2 Pupil premium funding is allocated following a needs analysis which identifies priority classes, groups or individuals. Limited funding and resources means that not all children attracting the pupil premium grant will be in receipt of interventions at any one time.
- J.3 The range of provision the SLT may consider making for this group include:
- Achievement and Standards: Additional class or non-class based interventions to accelerate progress of targeted groups or individuals;
 - Learning Support: To enable children to fully access learning and accelerate progress where there are specific barriers to learning other than identified Special Educational Needs;

- Pastoral work: Provision to raise self-esteem; build social skills; improve behaviour and learning skills in children; support parents to improve their child's attendance and punctuality;
- Out of Hours and enrichment: Ensure that children are given a full opportunity to develop their sporting and creative talents; and to participate in cultural, musical, sporting and artistic events and activities.

J.4 The Headteacher, or a delegated member of staff, will produce regular reports for governors on:

- An outline of the provision in place at the school;
- An evaluation of the effectiveness of the provision, including the attainment and progress made by the pupils receiving the pupil premium grant;
- The progress made towards 'narrowing the gap'.

J.5 The governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used. The statement will conform to current Department for Education and Ofsted requirements.