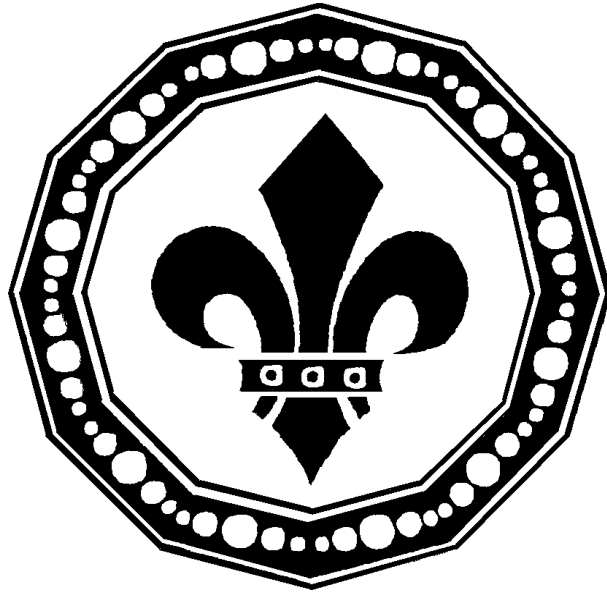


*"Flourish for the future"*



**ST MARY'S  
CHURCH OF ENGLAND  
PRIMARY SCHOOL, WELHAM GREEN  
Inclusion Policy**

**Date: March 2025**

**Review: March 2027**

Headteacher – Mr. A. D. Petty

Chair of Governors – Mr. C. Diver

**We are a welcoming Christian community where every child has the chance to flourish. We bring and share joy, inspire daily and creatively equip children for the future. We're thankful for all that God has provide; proud of where He has placed us; and excited about the potential to come**

All the policies of St Mary's C of E Primary School reflect the Christian vision, aims and values of the school.

We have considered the impact this policy may have on our children with SEND.

This policy has been equality impact assessed to ensure that it does not have an adverse effect on race, gender, age or disability.

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the relevant provisions of the Data Protection Act 2018 (DPA 2018).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

## Introduction

St Mary's C of E Primary School, is an inclusive school; valuing the individuality of all children. We are committed to giving all our children every opportunity to achieve their potential and their highest standards. (These are stated in the school's aims, mission statement and values). Every child, irrespective of race, gender, culture and disability has the right to feel secure in their learning environment and is entitled to a broad and balanced curriculum.

**Inclusive education** is when all students, regardless of any challenges they may have, are valued equally, treated with respect, receive high-quality instruction, interventions, and provides learning opportunities that supports and enables all to have success in the curriculum.

We facilitate learning by taking account of pupils' varied life experiences and needs, whilst seeking to remove barriers to learning. We offer a broad and balanced curriculum, have high expectations of all our children, and endeavour to give every child the opportunity to succeed and achieve their personal goals of attainment and progress through quality first teaching.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils by:-

- ✓ Knowing the individual pupils and their educational, social, emotional and developmental needs;
- ✓ All pupils are provided with a range of resources encouraged to take action for their own learning, using materials reflecting a range of social and cultural backgrounds;
- ✓ They are given challenging, achievable targets that reflect their individual needs and every child is encouraged to participate fully, regardless of ability or any other specific need;
- ✓ Every teacher is able to teach pupils with special educational needs and the classroom teacher has the primary responsibility for providing access to curriculum areas;
- ✓ All pupils knowing that their opinions are acknowledged and valued whatever their individual need;
- ✓ Parents have a valuable contribution to make towards their child's development and learning.

Teachers at St. Mary's conduct on-going assessments on all children and analyse the attainment of different groups of children, to ensure that all children's needs are being met. We can then quickly identify individual needs and plan teaching and specific interventions accordingly. This assessment data is used to plan future lessons, ensuring that differentiation is in place to allow inclusion of all children; from the children who are below Age Related Expectation (ARE) to those who are exceeding this expectation.

We Aim:

- ✓ to offer children with special educational needs access a broad, balanced and relevant education, including the Early Years Foundation Stage and the National Curriculum
- ✓ to work together with SENCo and in line with the SEN Code of Practice to ensure that children's needs are met
- ✓ to work together with the outside agencies to ensure best practice when assessing needs and devising interventions
- ✓ to liaise with parents to ensure children's needs are identified and met as early as possible
- ✓ to ensure interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, the parents and teachers
- ✓ to regularly and carefully review the quality of teaching for pupils at risk of underachievement

### **Children with Special Educational Needs**

'Children have special educational needs (SEN) if they have a *learning difficulty* which calls for *special educational provision* to be made for them' (SEN Code of Practice, 2014:p15). At St. Mary's we believe that 'Special Needs' constitutes an individual who requires additional support to assist in their learning and to overcome potential barriers to learning. Pupils are identified according to the criteria of the SEN Code of Practice as early as possible to provide suitable opportunities/interventions/support to enable all children to make progress. Many children will clearly be identified for one specific area of need, whilst for others it may not be totally clear. At the earliest opportunity, we carry out a detailed assessment of needs and where necessary refer to outside specialists. The SEN Code of Practice defines these children as those who - have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. These needs are primarily identified through our pupil progress tracking and teacher observations and assessment. Any parental concerns are also crucial when identifying problems/concerns. The four broad areas of need are:

- **Communication and Interaction**  
Children and young people with speech, language and communication needs, and also likely to apply to children and young people with Asperger's and Autism.
- **Cognition and Learning**  
This includes moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- **Sensory and/or physical needs**

Children and young people who require special educational resources and/or provision because of their disability. This includes vision and hearing impairment, or multi-sensory impairment, and some children with a physical disability who may require additional support to access all the opportunities available to their peers.

### **Focus Children**

At St. Mary's School we have focus children in each year group who are not on the special educational needs register but are individuals who may require, for a period of time, additional interventions, help and/or support, who we monitor closely on a half-termly basis. Monitoring may be taking place for social and emotional reasons or because some areas of assessment show that results are temporarily lower than anticipated. Parents/Carers and children are aware of this monitoring and are involved in discussion with the class teacher/SENCo.

### **SEND support**

If a child is identified as having SEND then suitable provision and additional support is provided. All children in the class are entitled to 'Quality First Teaching' (QFT). Some children will then need additional provision, which is usually in the form of small group work for children who are behind ARE but not significantly behind. Few children will require provision which is usually on a 1:1 basis for those who are significantly behind ARE. Advice from external agencies will be sought if the school has put into place adequate provision for the child but the needs are still not being met. A continuous cycle of assess, plan, do and review ensures that the majority of children will learn and progress through these arrangements. A clear assessment of pupils' individual needs, monitored and reviewed, drawing on individuals' development alongside peers will take place before interventions and support are planned and implemented in consultation with parent/carer anticipating the expected outcomes/impact on progress and development.

The class teacher remains responsible for working with children on a daily basis. Some children might not have SEND but are not making expected progress, therefore not reaching their potential. Teachers will work closely with Teaching Assistants or specialist staff involved, to identify children who require additional support through differentiated work or additional adult support in small groups and within the classroom context.

### **Education Health Care plans (EHCP)**

Some children may have been issued with a 'Education, Health Care Plan' under the SEN Code of Practice. Schools have a legal obligation to ensure that they are fulfilling the requirements as issued in the document for every child with a statement of need.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings through SEN support, however some children may need specific or targeted support from a range of professionals.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

All reasonable steps are taken to ensure that children with SEND are not placed at a substantial disadvantage compared to children without SEND. Children with special educational needs are provided with opportunities to be successful in their own right. They are given equal priority on admission to the school. The Governing Body uses the Local Education Authority's admission criteria.

### **Children with disabilities**

St. Mary's Primary School is committed to providing an environment that allows full access to all areas of the school for children or adults with disabilities. Teachers modify teaching and learning expectations to take into account all types of disability; whether it be a physical or sensory disability. Teaching styles are adapted to ensure activities include opportunities for learning through visual, kinaesthetic and auditory experiences. Adapted techniques that reflect the individual needs and abilities are used when assessing these children. Our accessibility policy outlines how we meet the needs of all pupils.

### **Children with English as an Additional Language (EAL)**

The aim of the inclusion policy is to ensure we meet the needs of all children, including those who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976) and the Equality Act (2010).

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. At St. Mary's we ensure that these children have access to the curriculum and to assessment by:

- ✓ Using texts and materials appropriate to their age and learning stage;
- ✓ Providing support through ICT and audio materials;
- ✓ Using the home or first language where possible/appropriate;
- ✓ Explaining how spoken and written English have different usages for different purposes;
- ✓ Labelling the classroom clearly and using visual clues;
- ✓ Close liaison with parents/carers;
- ✓ Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- ✓ Giving them lots of speaking and listening opportunities and talking for writing opportunities.

### **Black and Minority Ethnic**

At St Mary's we value and respect the values of children, irrespective of race or culture. We promote an understanding of BME that runs throughout the curriculum to promote a society which values diversity. Discrete lessons within subjects such as PSHE discuss core values and differences. Our RE curriculum covers all key religions, not just Christianity. Visitors give talks and answer questions to enhance understanding or add another dimension to the learning and multi ethnic resources are used in many subjects and in continuous provision.

### **Gypsy, Roma and Traveller Support**

A report in 2010, confirms that Gypsy, Roma and Traveller pupils have lower levels of achievement than other ethnic groups at all key stages. This is due to a complex range of factors, including barriers

that prevent them from fully accessing the curriculum, such as lack of engagement, interrupted education and negative experiences of school. It is therefore imperative that staff at our school:-

- ✓ Raise the profile of race equality within the school
- ✓ Provide equal educational opportunities for all children and ensure that the tasks meet the needs of the individual.
- ✓ Positively involve Traveller parents and the wider community wherever possible.

### **Children identified as the more able**

One purpose of the Inclusion Policy is to help ensure that we recognise and support the needs of all children at our school including those who have been identified as more able according to national guidelines. These terms are distinguished as follows:

- ❖ more able refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;  
and/ or a child who excels in one or more specific fields, often in creative or sporting areas, but who does not necessarily perform at a high level across all areas of learning.

A range of strategies are used to identify more able children, including observations and on-going assessment throughout the school. Discussions with the pupils, parents and carers alongside teaching staff are important to give a 'whole picture' of the child. As with all children in the school, it is essential that these children reach their full potential across all areas of the curriculum and careful tracking and monitoring ensures that progress is made to enhance their development in all areas of learning and in social and interpersonal skills.

### **Children Looked After (CLA\PLA)**

Children who are looked after (CLA) and Children who are Previously Looked After (PLA) are a vulnerable group that need careful monitoring.

- ❖ Procedures are in place to ensure all looked-after children have up-to-date personal education plans (PEPs), which transfers to the new school should they leave;
- ❖ The school's confidentiality policy covers the needs of looked-after children;
- ❖ The home-school agreement and homework policy take into account the home circumstances of looked-after children;
- ❖ Additional support is offered to meet the needs of looked-after children who are at risk of underachieving.
- ❖ Pupil Premium Grant is used to support the actions of the PEP and ensure that the individual needs of every child is being met.

### **Monitoring**

The success of the school's Inclusion policy and provision is evaluated through:

- ❖ Monitoring of Inclusive classroom practice by the Headteacher, SLT, SENCo and subject co-ordinators;
- ❖ Analysis of pupil-tracking data and test results;
- ❖ Pupil Progress Meetings;
- ❖ Value added data for children identified on the SEND register;
- ❖ Annual monitoring of procedures and practice by the SEND Governor;

- ❖ Constant review and update of provision maps;
- ❖ The School's Evaluation and Improvement Plan which is used for monitoring provision in the school;
- ❖ Frequent meetings of parents and staff, both formal and informal, to discuss children's needs and progress.

### **Role of Staff**

All teaching and non-teaching staff, are imperative in the implementation, monitoring and review of Inclusive practice, ensuring that the needs of all pupils in their classes are identified and met. The Headteacher, SLT and SENCO co-ordinate cross phase/cross-school transition and external provision.

### **Role of the Governing Body**

The governing body recognises the importance of inclusion at St. Mary's Primary School and support all efforts made to ensure that the school provides a fully inclusive environment.

The Governing body ensures that there is a designated named link governor for inclusion to ensure that our inclusion policy is a reality in practice.

### **Summary**

This policy has been written with reference to guidance and documents including:-

The Equality Act 2010

Special Educational Needs of Practice 2014

Disability Equality Act 2010

Children and Families Act 2014

At St. Mary's, we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements.