



Signed.....
C. Knight

Date.....14th December 2021.....

Review.....December 2023.....

Woodford Valley C.E. Primary Academy Inclusion Policy

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples."

John 13 34-35

At Woodford Valley Primary Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

Principles

Educational inclusion is about equal opportunities for all learners, whatever their age, aptitude, gender, ethnic origin, religious belief, care status, sexuality, attainment or social and economic background. It is also about tackling the underachievement and exclusion of groups who have been marginalised or disadvantaged in the past, through taking positive action and monitoring different groups of learners.

The school adopts six main principles in developing an inclusive curriculum and ensuring that the teaching and learning, achievements, attitudes and well-being of every person matter. These are:

- Setting suitable learning challenges
- Responding to diverse and individual learning needs
- Overcoming potential barriers to learning, attainment and assessment
- Promoting equality of access and opportunity for all learners
- Promoting positive attitudes towards all learners
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

This policy is a statement of the arrangements for inclusion at Woodford Valley Primary Academy, and aims to make the arrangements for personalised learning specific and to ensure continuity of practice across the school.

Planning and Delivery

Class teachers plan lessons that are differentiated to ~~ensure all~~ **enable** pupils ~~are able~~ to access them at an appropriate level. Teachers know which of their children **are SEND and which** receive Pupil Premium and plan accordingly. This is delivered in accordance with the Teaching and Learning

and subject policies and Special Educational Needs and Disabilities Code of Practice 2015 2014. Information Technology and other learning aids are used where advised to ensure access to learning for all. Outside agencies are involved where appropriate.

Assessment and Recording

Achievement is monitored through continuous assessment. Parents and carers have the opportunity to discuss work in progress and individual achievement through open evenings and parent consultations. The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements in line with current legislation. This is only done in exceptional circumstances, as the school makes every effort to meet the learning needs of all our children, without recourse to disapplication. We achieve this through greater differentiation of the tasks set, or through the provision of additional learning resources and teaching assistant support.

The following sections detail how this policy is monitored and the impact for individuals and the different groups of pupils identified by OfSTED. It also outlines the specialist support services who work in partnership with the school to remove barriers to attainment and monitor the progress of these groups.

Children 'looked after' by the Local Authority

Pupils in mainstream who are in care (looked after by the Local Authority) are monitored by the **Head Teacher and SENDCO's** and their progress is reviewed at regular meetings between associated services. Personal Education Plan (PEP) meetings are attended by school staff and relevant outside agencies and targets are agreed at six monthly intervals.

Sick children

If pupils have an on-going medical condition or illness which affects their attendance or ability to access the curriculum, individual arrangements are made. The family GP monitors their health, and this may be supported within school with the advice of the School Nursing Service and Community Paediatrician.

Young carers

Pupils who are young carers are given the opportunity to talk to the school counsellor. If the child would like extra help or support the school may refer the child to Wiltshire's Young Carers Service or ASK who will assess the level of help or need required.

Children from families under stress

Pupils who are deemed to be from families under stress can access further family support through Social Services or the Child and Adult Mental Health Service (CAMHS).

Boys and girls, men and women

Our aim is to be fully inclusive and to select learning support materials which engage and appeal to learners of either sex. Attainment of boys and girls is monitored by the TLR team and, should any trends become evident, removal of barriers to participation and achievement is planned and the result of such actions evaluated.

When recruiting staff, Woodford Valley Primary Academy welcomes applications regardless of age, gender, disability, ethnicity or religion. The school is committed to the safety and protection of its pupils and all successful candidates have to meet the requirements of the Person Specification in order to be offered the post and will be subject to an enhanced DBS check.

Able, gifted or talented learners

At Woodford Valley Primary Academy we believe that all children are entitled to an education that will enable them to develop their full potential intellectually, socially, creatively and emotionally. We are committed to providing a sufficiently challenging curriculum for all our students. The provision map is used by staff to show ways that the school identifies and providing opportunities to nurture their ability and to track additional support provided.

Woodford Valley Primary Academy is committed to responding to the needs of the following groups of individuals:

Talented Pupils have exceptional creative ability. These are the students whose abilities mean they can excel in Art, Design, Music, Drama Sports or Dance.

Gifted Pupils have exceptional academic ability.

More Able Pupils have a strong academic or creative ability.

Their needs are met through classroom differentiation.

Pupils at Woodford Valley Primary Academy with exceptional creative or academic ability are placed on the gifted and talented register in accordance with Wiltshire LA guidelines, and parents are informed about the provision they receive which is additional to classroom differentiation and outside learning opportunities. The success of provision is monitored regularly, and progress shared with parents.

Learners at risk of disaffection and exclusion

Pupils who are at risk of disaffection and exclusion will be offered additional support in school. The school may also refer to external services such as the Educational Welfare Service, Educational Psychologist, LA Behaviour Support Service, and Child and Adolescent Mental Health Service (CAMHS). Persistent poor behaviour or behaviour which endangers the health, safety or welfare of an individual or others is tackled in accordance with the school behaviour policy. Pupils are placed on the SEN register and a risk assessment is completed with de-escalation strategies. This is shared with relevant staff and parents/carers. Details of the support and intervention strategies made for an individual are shown on their Individual Risk Assessment / de-escalation plan. The effectiveness of this is monitored regularly, and progress shared with the pupil and their parents/carers.

If exclusion becomes necessary, reintegration is supported, in line with LA guidance and the school Behaviour Policy. Usually, a Pastoral Support Plan (PSP) will be agreed with the pupil and carers. This is reviewed to monitor the impact and effectiveness of the strategies agreed.

Learners with Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2014).

Pupils with special educational needs at Woodford Valley Primary Academy are placed on the SEN register in accordance with the Wiltshire guidance.

A pupil with identified special educational needs has their needs met in a graduated way, in line with the SEND Code of Practice (2015 2014).

To identify and support a pupil's special educational needs the school uses a **graduated approach** - a cycle of assessment, planning, doing and reviewing.

The school supports pupils with Special Educational Needs and disabilities through high quality teaching, which is differentiated for the individual, using targeted provision (School Support) and specialist intervention, usually from external agencies (SEND Support).

~~Statement / My Plan (ECHIP) – individual or small group provision is made in line with the outcomes given on the My Plan (EHCP) Individual Statement of Special Educational Needs and This provision is reviewed by school, parents and children three times a year and formally reviewed at the Annual Review annually by the school, parents and specialist services. Paperwork from the Annual Reviews are sent to County to be reviewed.~~

Specific, individualised details of the provision made for pupils are shown on their **Individual Improvement Plan (IPP), Provision Map** ~~Education Plan (EP)~~ or Risk Assessment / de-escalation plan. This includes details of carefully devised, small **outcomes** targets for learning, ~~and the~~ resources, support and strategies provided and **impact** to enable them to be achieved. The success **impact of an IEP interventions** or Behaviour plan (de-escalation plan) is monitored regularly, and progress shared with parents. Class teachers write ~~IEPs~~ **IIPs** and de-escalation plans with the support of the SENDCO's and specialist services including Speech and Language Therapy service, Occupational Therapy and Physiotherapy, the Community Paediatrician, School Nurse, the Educational Psychologist and Hearing and Vision Support Service.

~~Pupils with a Statement of SEN / My Plan (EHCP), in addition to the cycle of reviews explained above review of IEPs, have their needs outlined in their Statement / My plan, and progress and support and impact is reviewed at an annual review meeting. The report from this meeting is provided for the Local Authority.~~

Black and minority ethnic and faith groups, travellers, asylum seekers and refugees

Race equality is central to the ethos and core values of Woodford Valley Primary School. Our pupils are encouraged to celebrate cultural diversity and promote positive attitudes towards life within a multicultural society. To establish and maintain this, we seek to establish a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background. Teachers regularly monitor the attainment and progress of every individual. In addition, information about the attainment of ethnic groups is monitored by the Headteacher and TLR team.

The school makes use of all available sources of support, including the Ethnic Minority Achievement Service (EMAS). For individual pupils, this may take the form of discussion with either the class teacher or the SENDCO. For pupils whose home language or first language is not English, this may also include specific teaching assistant support to acquire and develop English. These sessions take place during the school day, and may involve individual or small group withdrawal for language games and activities.

The school recognises that minority ethnic groups include Gypsy travellers, refugees, asylum-seekers and other less visible minority groups.

In fulfilment of this commitment, Woodford Valley Primary Academy recognises the general duty of its Governing Body:

- (a) to eliminate unlawful racial discrimination; and
- (b) to promote equality of opportunity and good relations between persons of different racial groups.

This policy should be read in conjunction with all school policies and alongside the Single Equality Policy, SEND Code of Practice 0 – 25 years 2014 and The Equalities Act (2010).

