

Chipping Hill Primary School



Policy for Inclusion

Head teacher: Mrs N Robson
Chair of Governors: Ms K Butler

Chipping Hill Primary School 2024

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Date of policy: 5/9/24

Date of review: 5/9/25

Senior staff member responsible: Mrs Natalie Gable (Inclusion leader).

This policy was formulated through drafting by the Inclusion leader then analysed discussed and agreed by the Head teacher and allocated Governors.

Chipping Hill Primary School Inclusion Policy

Chipping Hill Primary School is committed to equal opportunities and aims to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves their potential
- develops skills essential to life
- exercises choice

We believe that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, ethnicity, ability.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. 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 (gender)
- free school meals
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- children who need support to learn English as an additional language (EAL)
- children with special educational needs
- gifted and talented children
- children “looked after” by the local authority
- children with physical disabilities
- other children, such as sick children and those children from families under stress
- any children who are at risk of disaffection or exclusion
- part-time pupils

At Chipping Hill Primary School we aim to:

- include all pupils in school life
- ensure that all pupils feel safe, secure and happy within the school setting
- ensure that all pupils are treated respectfully
- enable all pupils have access to a broad, balanced and relevant curriculum
- continue to raise staff awareness of inclusion by on-going staff professional development
- maximise the individual learning potential of all pupils and raise educational attainment for all
- promote the personal, social, moral and cultural development of all children
- recognise and celebrate the progress and achievements that all members of the educational community make
- develop inclusive practices throughout the educational community in order to promote equality of access and opportunity for all learners.
- ensure resources for all groups are closely matched to their needs (maturity and ability)
- work together with all partners in the education of the young person
- seek to continuously monitor and evaluate the success of our policy and practice

Children with English as an additional language (EAL)

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils. The school will identify individual pupil’s needs, recognise the skills they bring to school and ensure equality of access to the curriculum. We aim to ensure that all EAL pupils are able to: use English confidently and competently, use

English as a means of learning across the curriculum and, where appropriate, make use of their knowledge of other languages.

Children with Special Educational Needs

Almost all children experience difficulty at some time in their school career, albeit at different levels. The difficulties may be learning, behavioural, speech and language, emotional and/or physical. Children may already have experienced difficulties prior to starting school or it may manifest itself at any time. We strongly believe in 'early intervention' and believe that this is the key to success. As soon as any difficulty/concern is noted, advice and support will be shared between the Inclusion Manager/SENCO (Special Needs Co-ordinator) class teacher, Headteacher, class higher level teaching assistant (HLTA), learning support assistant and the Speech and Language Co-ordinator, as is relevant. They will work together to identify individual needs and decide on the best course of action. Where required, an action plan will be put in place following discussion with parents.

How do we help?

If a child's difficulty persists, we meet with parents to discuss the action to be taken by the school and to suggest what can be done at home. We believe that it is vital for home and school to work together to ensure success. We then write a One Plan for the child with small, timed, achievable targets that can be met within a specified timeframe. We will see the parents (at least termly) to discuss progress. In many cases the child's difficulties can be addressed through differentiated work and support. If at this level, the child is still experiencing difficulties, outside agencies may be consulted (with the parents' permission).

We work with a wide range of outside agencies; Speech & Language Therapists, Physiotherapists, Occupational Therapists, Behaviour Support, Educational Psychologists, Specialist teachers, Doctors, School Nurses, etc. And where necessary we will endeavour to seek further advice from relevant professionals to ensure that we are meeting the individual needs of a child in the best way possible.

In a few cases it is necessary for us to work with specialists to draw up an Education and Health Care Plan (EHCP), which may give the child the right to obtain an increased amount of support and ensure that the particular agencies maintain their advice and support.

How is progress monitored and evaluated?

Staff keep detailed records on all children within their class. Where pupils have been identified as having SEND there may be additional records of progress. One Plans are working documents and where there is either obvious progress or very little progress, staff will work together to alter the One Plan to suit individual needs.

How are resources allocated for children with special needs?

Our Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) are our major resource as they personally work with the class teacher to support children with SEND within the class, either as part of the whole class, small group or individually. We also provide a wide range of additional support groups which are led by our LSAs. Examples of these are Speech and Language groups, Nurture Groups, Social Skills groups, Lego Therapy groups and Precision Teaching.

Teachers, HLTAs and LSAs attend a variety of training throughout the year on many areas of Special Needs.

As part of our modern building we have a Key Stage 1 Group Room, a Key Stage 2 Group Room and a Medical/Therapy Room. Each room has a wide range of resources to ensure that above all, learning is fun!

Children with disabilities

Chipping Hill Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Chipping Hill Primary School is committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The school has a Disability Equality Scheme in place which specifies the measures being put into place to accommodate the needs of children and adults with disabilities. The school is all on one floor and does not have any stairs, a disabled toilet is available in the foyer and a further disabled toilet including changing bench and shower is available in the KS1 wing of the school.

If parents desire to send their children here, we will do all in our power to ensure he or she enjoys complete equality of learning. We will ensure that they will be able to participate in all activities in some way, and be respected and valued members of our school community. When we have children with complex difficulties they definitely help all other children. They are treated with the utmost care and consideration. Other children 'look out' for them because they instinctively understand their difficulties. Our very special children have helped all other pupils to be far more aware of each other's needs.

Identifying and celebrating talent

We believe that children who show outstanding progress and flair in any particular area of the curriculum are entitled to appropriate education in order to extend and develop their skills and talents. We provide for more able children through enrichment and extension activities, working with others of similar ability, differentiation, challenges within subject areas and by developing their higher level thinking skills.

All staff look for other talents that children have. Out of school hobbies may reveal talents and hidden skills in the arts or in sports. Once identified, we will celebrate and encourage those skills as much as we can. As a school we want to recognise the many different talents our children have.

In our Friday 'Achievement' assembly we praise those children who have excelled academically, have tried really hard or who have shown care and consideration to those around them. We also celebrate with those who have gained a special award outside school in music, sport or the arts.