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# Ayresome Primary School

## Inclusion Policy 2023

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Date policy last reviewed: September 2023

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of RIB

Date: \_\_\_\_\_

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## **Statement of intent**

Ayresome Primary School's Inclusion Team is passionate about making a difference to the lives of young people. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school. We act with determination. Whatever issues our students, their families, the school, our team or the community face, we always support, react and pull together. Finally, we are committed to making a difference; we are not passive players in young people's lives but active participants who can and do make a real difference. These reflect our school Values of Support, Togetherness, Achieve, Respect and Success. Our Values underpin our policies and practices, they are celebrated across school

### **Our Values are:**

Support - we support one another to be the best person we can be

Togetherness - we work together as a team

Achieve - we do our best to achieve our best

Respect - we respect one another, our school and property

Success - we are proud of our successes.

### **What Inclusion and Effective Mental Health Interventions Means To Us**

- The child stays at the centre of every conversation.
- We prioritise those who need our help most, but we intervene with all.
- When young people are here, we can support and educate them – attendance matters.
- We work closely with our families to provide wholistic support.
- Young people learn best when there are clear rules and simple consequences.
- Staff teach best when there are clear rules and simple consequences.
- We use evidence-based practice for all our interventions.

All of our Policies are underpinned by the UNICEF Rights Respecting Articles to ensure the needs and rights of the child are at the centre of all of our decisions.

## **Legal framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015

This policy will be implemented in conjunction with the following other school policies:

- Equal Opportunities Policy
- Equality Policy
- Behaviour Policy
- Peer on Peer Abuse Policy
- SEND Policy
- SEMH Policy

## **Roles and responsibilities**

The **Local Academy Committee** will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and **Inclusion Policy** on a **termly** basis.

The **headteacher** will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing board.

**Teaching staff** will regularly evaluate pupils' progress and liaise with the inclusion manager.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

Teaching assistants who support the inclusion of pupils will be supervised on a **daily** basis to ensure they fulfil their duties.

## **Aims and objectives**

Ayresome Primary School aims to be an inclusive school. We actively seek to increase the level and quality of inclusion within our school, while protecting and improving specialist provision for those who need it.

Taking into account pupils' experiences and needs, we form strong partnerships with parents, the LA and external agencies, such as health and social care services, and offer a broad and balanced curriculum to ensure that all pupils have every opportunity to achieve the highest standard of education.

Ayresome Primary School has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, or other members of the school community because of the following:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Pregnancy or maternity
- Being adopted or permanently placed

Ayresome Primary School will make every effort to meet the learning needs of all pupils without excluding them from the national curriculum.

## **Planning and teaching**

Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.

Teachers will ensure that all teaching assistants have access to relevant planning so they can support pupils appropriately.

Specific action will be taken to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Ensuring they are motivated.
- Using appropriate assessment approaches, such as teacher observations.
- Setting targets that are achievable and positive for individual pupils.
- Developing positive relationships with pupils.
- Setting appropriate learning challenges.

- Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of pupils.

Lesson plans will vary to meet the needs of individual pupils and pupil groups.

- Lessons for pupils who are gifted and talented will include:
  - Tasks which demand higher thinking skills.
  - Access to advanced resources or materials that support the level of challenge.
  - Fast-paced challenges that will motivate pupils.
  - Creative learning tasks which encourage pupils to make judgements.
  - The opportunity to take risks in an organised exercise, to learn from failures and work collaboratively.
  - Authentic tasks with the opportunity for choice and personalisation.
- Lessons including pupils with EAL will include:
  - Access to dual language resources.
  - Working collaboratively with other pupils, both with EAL and those whose first language is English.
  - Access to word banks.
  - Opportunities for visual literacy techniques.
  - Opportunities for discussions and co-operative learning.
  - Promoting and celebrating diversity whilst avoiding stereotyping.
  - Planned learning opportunities which reflect the backgrounds of pupils in the class.

Ayresome Primary School understands that such learning experiences will benefit all pupils, not just those identified as gifted and talented or who have EAL.

Teachers will use an inclusive model of provision that provides all pupils with the opportunity to participate in lessons.

Teachers will ensure that pupils understand the role they play in ensuring their own progress.

Teachers will ensure that pupils understand what behaviour is expected in different circumstances and environments.

## **Pupils with SEND**

Ayresome Primary School aims for the early identification of pupils with SEND through the monitoring of achievement and regular observations.

The SEND Local Offer summarises how Ayresome Primary School works within the local community, with local schools and agencies, to provide an inclusive offer to all pupils with SEND.

We aim to ensure equal opportunity for all pupils with SEND. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning.

Lesson plans for pupils with SEND will be adapted to include:

- Adapted learning objectives and success criteria to meet their abilities.
- Adapted print texts.
- Hands-on equipment, such as tactile equipment relating to shapes in maths lessons.
- Multi-sensory learning opportunities.
- Additional support from staff members, where possible.
- Additional visual cues.
- Adapted homework.

Ayresome Primary School is committed to delivering an environment that provides pupils with full access to all areas of learning.

Teachers will modify lessons as appropriate; for example, pupils may be given additional time to complete certain activities.

Teachers will ensure that pupils have the same opportunities to develop skills in practical aspects of the curriculum.

Teachers will take into account the learning pace of pupils with SEND.

Work will be adapted and alternative activities in subjects will be provided where pupils are unable to operate certain tools or equipment.

Pupils will have opportunities to take part in educational visits and activities related to their studies. If a pupil's disability prevents them from attending particular trips, the school will do their best to make reasonable adjustments to ensure the pupil can participate in as many of the activities as possible.

Approaches that allow pupils with visual impairments to access the curriculum will be enforced; for example, the use of visual resources.

## **Monitoring and review**

Ayresome Primary School's SENDO is Alex Barker. The **SENDCo** will ensure that meetings take place termly, to review the progress of pupils on the SEND register and to ensure compliance with the Inclusion Policy.

Ayresome Primary School's EAL Lead is Bethan Showell. The **EAL Lead**, alongside the **DHT for Learning**, will ensure that meetings take place termly, to review the progress of pupils with EAL and to ensure compliance with the Inclusion Policy.

The **DHT for Deep Support** will review this policy annually, alongside the RIB, to ensure all relevant policies and practises are up-to-date and compliant with statutory requirements.

Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy.

All staff will be notified of any changes made to this policy.