

# **Loudwater Combined School**

## **Inclusion Policy - Meeting the Needs of All Our Children**

*“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”*

### **Related Policies**

This policy should be read in conjunction with other related school policies:

- Behaviour for Learning and Positive Relationships
- SEN
- Health and Safety
- Looked After Children
- Safeguarding
- Accessibility Plan
- Equalities Policy and Objectives

### **Introduction**

At Loudwater Combined School we aim to meet the needs of all our children by treating each one as a unique individual. We appreciate that inclusion is not fundamentally to do with policy but is to do with an attitude of mind that values all human beings equally highly whilst recognising and celebrating the huge variety of personalities, backgrounds, abilities, talents and needs. True inclusion comes from the heart and is reflected in a community that is prepared to make the school fit the child. This is an attitude that is essential not only for the leadership and management team to embrace, but is also necessary for all members of our school community. True inclusion permeates across all we do, say, and think in our life as a school community.

This policy helps ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, or background. We aim to reflect the diversity of our society and ensure the education we offer fosters positive attitudes in all people. Our school's admission policy is equally open to pupils from all groups.

We aim to provide a welcoming, happy, supportive, stimulating and challenging environment for all the children we serve. However much we would like to, it would be naive to suggest that we can be all things to all people all the time. We approach inclusion in a spirit of honesty. We recognise and work to eradicate our own limitations whether they are to do with the physical environment, staffing or specialist expertise. We understand that however much we may wish to help; there may be times when our school is not the best environment for a particular child.

Any form of discrimination, bullying or harassment for whatever reason is totally against all we stand for as a school and is not tolerated. Action will be taken and situations involving victimisation dealt with at the earliest possible opportunity.

### **Aims and Objectives**

In our school, we are committed to inclusive practice and promote equality of opportunity in all aspects of school life. To make equality of opportunity a reality for all children there may be differences to the way in which we pay attention to different groups:

- Girls and boys
- Disadvantaged pupils

- Minority ethnic and faith groups
- Children with special educational needs
- Higher attaining pupils
- Children who are at risk of disaffection or exclusion
- Children who need support to learn English as an additional language
- Travellers or asylum seekers
- Children who are looked after in public care.

We do this by:

- Creating an ethos in which pupils and staff feel secure.
- Encouraging, supporting and helping pupils and staff reach their potential.
- Building self-esteem and confidence in our pupils so that they can use these qualities to influence their own relationships with others.
- Having consistently high expectation of all pupils in terms of behaviour and learning.
- Removing or minimising barriers to learning so pupils can achieve.
- Using rewards and sanctions consistently.
- Ensuring that our teaching considers the learning needs of all pupils.
- Recognising that children have diverse learning needs and styles of learning.
- Providing activities outside of the National Curriculum so greater ranges of opportunities are available to all.

### **Teaching and learning styles**

The foundations for good practice are through setting high standards of behaviour based on a clear set of agreed school rules that are taught, explained, and fairly enforced in accordance with our Behaviour for Learning and Positive Relationships Policy.

The following is an indication of our approach to meeting the needs of all our children and runs through all our teaching:

- Classrooms are thoughtfully arranged and well organised.
- Change to established arrangements are kept to a minimum and involve the children in suggesting improvements. All changes and reasons for them are explained to the children.
- Teachers organise their classrooms so that children are comfortably and appropriately seated and can see and hear clearly.
- We use materials that reflect a range of society groupings without stereotyping.
- There is enough equipment for all children and specialist equipment is readily available.
- Explanations are clear and focussed.
- Children are encouraged to ask questions for clarification.
- Targeted questioning checks children's understanding of what they must do.
- Teachers use a variety of teaching approaches that may include class, group and individual explanation and instruction.
- Adaptations for specific groups or individuals are made clear to the relevant children.
- Learning objectives and success criteria for class, individuals or groups are clearly identified and shared with the class. Teachers check that children understand them and refer to them during the lesson.
- Support assistants and helpers are clear about both the task and their role in any activities they are going to do.
- Praise and reward are based on progress and achievement for an individual and recognise personal and social achievement as well as academic success.
- Lessons utilise practical, investigational opportunities whenever possible.

- Children are encouraged to take on individual responsibilities to ensure the smooth running of the school.
- Children are encouraged and given time to reflect on all aspects of their life at school.
- Children are aware of the skills and knowledge they are learning in a unit of work and self-evaluate their progress towards these.

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

Children with specific needs may need specialist teaching methods and we therefore always work closely with a range of specialist, professional services, for example, educational psychologists, speech and language therapists, hearing support team, Downs Syndrome support team, physiotherapists and occupational therapists

The school is committed to providing an environment that allows these children full access to all areas of learning. We will do this by;

- Teachers ensuring children with hearing loss or visual impairment are seated close to the teacher,
- Ensuring children with mobility difficulties have enough space to manoeuvre and there is room for specialist equipment.
- Modifying teaching and learning programmes as necessary.
- Taking account of the pace of learning and equipment needed by such children.
- Ensuring that the curriculum is suitably differentiated providing visual aids or practical equipment as appropriate.
- Making every effort to ensure that all children can participate in educational visits by careful risk assessment and management.

In response to the Disability Act 2001 (2008) and in conjunction with the LA, the governing body is constantly reviewing how the school can be made more accessible for disabled children who wish to attend the school.

### **Home School Links**

We value parents as the first educators of their children and appreciate the depth of care and concern they feel for them. We aim to work in close partnership with all parents.

The process begins with the parent's first visit to view the school. Specific requirements are discussed and the school is honest about its ability to fulfil these requirements. Close links with parents are maintained throughout a child's time with us. We keep parents informed about school life through:

- Our Prospectus
- Parents' Forum
- Open Days
- Parent Teacher Consultations
- Annual Reports,
- Reading Record Books and Journals,
- Newsletters
- Setting and feeding back homework
- Induction Sessions
- School Website

In addition to these formal procedures, parents and teachers also approach each other informally with specific concerns, questions or worries.

### **Assessment and Recording**

All children have a right to have their learning assessed, monitored and evaluated to ensure that all individuals and groups of pupils are making the best possible progress thus ensuring full inclusion. We ensure this entitlement is fulfilled by monitoring which falls into three categories: formative, summative and diagnostic assessment.

#### Formative Assessment

- All aspects of school life including pupil's personal and social development are monitored by careful, although informal observation. In the Foundation Stage this is recorded in more detail as part of the child's progress towards the Early Learning Goals.
- Children working on specific programmes have records kept at a very fine level which are shared between teachers, support staff and parents.
- Teachers evaluate short term plans and make notes that inform future teaching about content, skills, individuals or groups.
- Children with additional needs have individual Provision Maps written and evaluated on a termly basis and shared with parents.
- Incidents of bullying or overt discrimination are recorded electronically by the head teacher. Incidents, action taken and follow up are all recorded. Any racist incidents are reported to the governors on a termly basis.

#### Summative Assessment

- Teachers complete Sonar Tracker, which is open to all staff and can easily be accessed by the next teacher. Sonar Tracker can be used to both review children's rates of progress and predict future progress.
- The progress children have made in Foundation Stage is recorded and analysed to form the Foundation Stage Profile.
- The progress of children from specific groups (e.g. gender, ethnic minorities) is compared with that of their peers to ensure they are making similar progress.
- School performance is compared to National and LA data to ensure that pupils are making appropriate progress when compared to schools in similar circumstances.

#### Diagnostic Assessments

These are usually carried out by one of the professional support services e.g. Cognition & Learning Team, Occupational Therapist, Speech Therapist, Educational Psychologist, Physiotherapist etc. The results of these assessments pin point particular difficulties in development and indicate the programmes that need to be followed for development to be optimised.

In exceptional circumstances we can, where necessary modify or dis-apply the National Curriculum and its assessment arrangements. The school makes every effort to meet the needs of all children without recourse to disapplication or modification. We achieve this through greater differentiation of work or through the provision of additional learning resources. External specialists would also work alongside teachers to support the child. If such a decision where to be made consultation with parents, the LA and SEN Governor would take place to ensure this was in the best interests of the child and that all relevant legislation had been complied with.

### **Access to the Full Range of School Activities**

Inclusion covers all aspects of school life and extends far beyond the classroom. Aspects that require attention to ensure inclusive practice are:

- Playtime and playground arrangements – when necessary we employ additional staff to ensure adequate supervision. We also designate areas of the playground and field for specific activities e.g. football on the field. This allows children a range of activities and environments within the play area to suit differing requirements. Children are actively encouraged to participate in play activities.

- Assembly – seating arrangements can be adapted to allow for individual needs.
- Before and After School – our procedures for entering and exiting the building are clear and controlled. Children know what is expected of them and their personal safety is ensured. There is a member of staff on duty at the beginning of the day and staff supervise their dispersal at the end of the day.
- Educational Visits – specific requirements are considered at the initial planning stage to ensure all our children can be part of these important activities. Parental advice and support are requested at the earliest opportunity.
- Dining arrangements – children are sensitively organised and carefully monitored to enable them to eat together. We allow for, and incorporate special seating or dietary requirements.
- PE – lessons are adapted and children are taught to make allowances for those requiring special arrangements.
- We risk assess and consult with parents the needs of any children returning to school after or with an injury or illness to ensure safe participation in activities.

### **Monitoring**

We survey parents' opinions so that we can judge how effective the school is in meeting the needs of the families it serves. We incorporate areas and suggestions raised by parents that need further attention into the School Plan.

### **Conclusion**

We are proud of our inclusive practice and constantly seek to further develop and extend our provision for all children with special requirements. In developing our inclusive practice, we must pay tribute to the children themselves. By welcoming children with a diversity of backgrounds and requirements our school life has become richer as we all learn to respect each other because of our differences.

### **Review**

This policy will be reviewed by the Admissions and Curriculum Committee within 2 years.

Reviewed January 2024