



Inclusion Policy

1. Safeguarding

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

2. Equal Opportunities

At Bells Farm we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

3. Introduction

This policy is intended to be read and followed by all staff, governors, volunteers and parents of pupils at Bells Farm Primary School.

It should be read in conjunction with the following policies and documents:

Special Needs Policy

Equality Policy

Disability Equality Scheme including Accessibility Plan

Behaviour policy

Anti bullying policy

Looked After children policy

Child Protection policy

Assessment Policy

PSHE Policy

An inclusion audit was completed by Spring term 2017 and an Action Plan for the Disability Equality scheme (which includes the Accessibility Plan) was updated and written. This will be available to view on the school website and will be reviewed throughout its three year cycle. It will be reviewed again in Spring term 2020.



The Inclusion Manager for the school is Mrs Marie Knipe.

4. Aims

We aim to

- Ensure the latest SEN and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school.
- Ensure equality of opportunity for all children.
- Eliminate prejudice and discrimination.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having Special Educational Needs.
- Ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- Enable children to transition from school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve the children, as much as possible in any decision making that affects them.

5. Rationale

Bells Farm Primary School is committed to providing an appropriate and high quality education to all the children living in our local area and all those children registered to attend the school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We will ensure all staff challenge, correct and deal with any incidents of prejudice and discrimination.

Bells Farm Primary School is committed to inclusion. Part of the school's strategic



planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This policy describes the way we seek to meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

6. Who does this policy refer to?

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs including those with disabilities and those on the autistic spectrum
- those who have gifts and talents in certain areas/subjects
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are from families under stress;
- any learners who are at risk of disaffection and exclusion

These groups of pupils may not always be represented in the school at any one time and this list may not be exhaustive. At Bells Farm we aim to identify needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential. We track the progress and monitor the achievement of all groups of pupils throughout the school. We use the most recent data to see if there are any patterns of under achievement in the above groups. We want to make sure that no one is disadvantaged and that all pupils are able to participate and achieve success.

7. Provision

Bells Farm Primary School regards the inclusion of all children as an equal opportunities issue. We identify what might be preventing children from having full access to the curriculum and what might be barriers to learning. We consider what additional provision we need to make for specific children.

Each term we map our provision to show how we allocate staff and time to each



class. We employ Teaching assistants in order to enable good differentiation in class, individual and small group tuition.

The school's system for regularly observing, assessing, recording and tracking the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs (see assessment policy for further details).

Based on the school's observations and assessment data and following discussions with the class teacher, SENCO, phase leader, Head Teacher and parents, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through small group teaching/intervention
- Enhanced support through targeted interventions or specific planned work.
- Additional support for emotional, behavioural or social development
(Please refer to SEN policy and website for more detail on provision)

All additional support is recorded on a provision map. Progress and the review of the effectiveness of the provision is ongoing and can be changed but it is as a minimum reviewed at the end of each term.

8. Environment

The school and Nursery is physically accessible being a single storey building. Work has been done to improve further the accessibility, some steps into the classrooms have been removed, hazards such as edges of manhole covers and lampposts have been painted bright white, heavy doors have been replaced by lighter ones and there is a purpose built disabled toilet in both the school and Nursery. Some internal doors open with an exit button and consideration was given to wheelchair users in the security on all entrances. See Disability Equality Scheme including Accessibility Plan for further planned actions.

9. Teaching

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the new National Curriculum's programmes of study are adapted enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Differentiation takes a variety of forms within teacher planning. Learning objectives and success criteria always made explicit and then activities may be adapted, or



planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum with support and advice from specialist teachers from the Local Authority and specialist resources such as ICT where this is appropriate. The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

10. Admission arrangements and attendance

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

We understand that children from some groups will need to take time off for religious observance outside of normal school holidays.

We monitor pupil attendance by ethnicity, disability, SEN and care status.

11. Incorporating disability/ gender/ racial equality issues into the curriculum

Our ethos is based on the delivery of Values Education which gives many opportunities to talk about issues of equality.

We use the SEAL (Social and Emotional Aspects of Learning) and GoGivers materials in our PSHE curriculum which includes issues of difference and valuing diversity.

We use of Circle Time and Assemblies for raising issues of racism, language and other gender equality issues.

12. Pupil voice

Children are asked for their views through questionnaires and they comment on any additional provision they may receive. Coordinators and class teachers ask pupils for their opinions on aspects of school life. This forms part of our monitoring procedures and will inform future plans. The school council feeds back on issues that affect the pupils in school and provides all the children with a platform through which their views and opinions can be heard.

13. Trips, hidden curriculum and out of school activities

We try to make all trips, including residential, inclusive by planning in advance, using accessible places, taking a higher ratio of adults to pupils and having close discussion with parents. There are strict guidelines for inclusion on school trips (see School Visits policy). The incidents of a child not being taken on a school trip are very rare.

All children are welcome at our after school activities.



14. Attainment, progress and assessment

The school recognises and values all forms of achievement. Children are encouraged to share these achievements with others. The school celebrates achievements during its fortnightly star assemblies. Other achievements are celebrated on the school website and through individual class blogs.

We aim to make all assessment procedures accessible to children with SEN or with EAL. Within the rules, and when required, test questions are read out and extra time and amanuenses are applied for Key Stage 2 SATs. However assessing pupils with EAL is difficult and we aim to modify our assessments so that we can distinguish between a pupil's learning needs and those as a result of EAL.

15. Behaviour, discipline and exclusions

The School employs a Learning Mentor, which greatly reduces the number of social, behavioural and emotional barriers to learning. She can work with children on a one to one basis who have specific emotional needs or who have experienced crisis in their lives. She is available to all pupils through self, teacher or parental referral. We also participate in a restorative justice approach to behaviour through the Peacemaker programme which allows all pupils voices to be heard and encourages children to solve issues and put right what has gone wrong. Using this method allows both children and adults to become more independent and develop empathy for others.

16. Spiritual ethos

Our assemblies are strongly based on our Values Education with the focus on a different value each month. The assemblies are broadly Christian. However we draw from many different religions in order to illustrate and give examples of values in practice.

17. Parental Involvement

At Bells Farm Primary School we recognise the importance of parental support for their children's education. We actively seek ways to work in partnership with parents and to support them in supporting their children. The school runs a range of parent/child workshops each year and is also involved in running family learning workshops for parents and their children. We monitor the attendance at these to find out if all groups of children are represented and are seeking ways to encourage everyone to attend at some point during the year.

18. Monitoring

The monitoring of the school's work on Inclusion is undertaken by the pastoral



committee which meets termly and which reports back to the full Governing body.

There is a named SEN Governor (Mrs J Hughes) and a named Inclusion governor for all other aspects of inclusion (Mrs J Hughes).

This policy will be reviewed annually
Person(s) responsible: Assistant Head – Mrs Knipe

Date of policy: September 2018

Date of review: September 2019