



Willingham Primary School and Honey Pot Pre-School

Inclusion Policy

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School Aims and Implementation

As stated in our mission statement, Willingham Primary School and Honey Pot Pre-School aim to provide all pupils the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality, knowledge rich learning which enables them to acquire the skills, knowledge, experience and confidence they need to excel at secondary school and so that they can make the choices, now and in the future, to have a happy, fulfilling life.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality, knowledge rich learning;
- Providing high quality curriculum entitlement and a high-quality learning environment;

Promoting the Willingham Primary School Values and Drivers to enable the children to value themselves and each other. We drive towards the following outcomes:

- Active Participation – we all engage with the world around us and focus our attention on what matters.
- Equitable Success – we believe that through knowledge and opportunity, we can all become the best versions of ourselves.
- Improvement – we recognise that learning is a long process, but that we try to get better every day.

At Willingham Primary School we value:

[**HARD WORK** : **INTEGRITY** : **KINDNESS**]

Inclusion Policy Introduction

‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’.

Index for Inclusion – Booth and Ainscow 2000

Successful inclusion should:

- Result in every pupil feeling safe, confident and happy at school.
- See every pupil making the best progress of which they are able and enjoying their time at school – be that in lessons, during break times and when involved in any extended school activities.
- Promote every child’s belief in themselves as a learner and valued member of our school community.

Successful inclusive provision at Willingham Primary School and Honeypot Pre-School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Meeting Diverse Needs

At Willingham Primary School and Honeypot Pre-School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Needs or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.

Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school
- Pupils from disadvantaged families

Promoting and Supporting Inclusion

At Willingham Primary School and Honeypot Pre-School:

- The Head Teacher, Senior Leaders and our Governing body work to ensure that our school and pre-school are fully inclusive in all aspects of school life
- The Head Teacher, Senior Leaders and our Governing body aim to promote Inclusion through all of our policies, systems and practices.
- All staff provide a knowledge rich curriculum.
- School Leaders at all levels; including Governors, Head teacher and Deputy, Senior Leaders and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school and pre-school.
- We use the National Curriculum (2014) and Foundation Stage Profile to develop a knowledge rich curriculum across all areas of learning and support the staff, at all levels, in planning the formal curriculum.
- We have a long-term Curriculum Map that is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This includes developing learning to match individual needs.
- School Leaders ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
- All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and individualised learning.

Inclusion Lead (InCo)

- The school has an inclusion Lead who:
- Takes the leading role in co-ordinating support and provision for children who are identified as vulnerable and/ or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies.
Advises, evaluates and plans for the development of inclusive practice and provision for vulnerable or SEND pupils across the school.
- Works alongside the Honeypot Pre-School Special Educational Needs Co-ordinator (SENDCo) to ensure all systems and processes in place are followed and monitored accordingly.

The Inclusion Lead is also a designated person for child protection.

Phase Leaders

The school has two Phase Leaders; for Foundation Stage and Keys Stage 1, and Key Stage 2; who support the class teachers, Inclusion Lead and Honeypot SENDCo in providing the effective operational delivery of focussed interventions in their particular phase.

Pre-School Practitioners/ SENDCo

- At Honeypot pre-school, we embrace and celebrate every child's uniqueness.
- All pre-school practitioners at Honeypot pre-school include and support every child, regardless of ethnic background, culture, language, gender, socio-economic background or disability.
- All pre-school practitioners ensure that every child is able to participate in all activities by differentiating or simplifying each one, tailoring it to that child's specific abilities.
- All pre-school practitioners treat all children and their families equally and with respect.
- Honeypot pre-school provide resources that reflect the background of each child.
- At Honeypot pre-school, the environment is adapted to enable every child to access the building and the learning environment.
- The Honeypot SENDCo takes a lead role in monitoring the attainment, learning, behaviour and well-being of pupils within the setting.
- All pre-school practitioners have a pivotal role to play in achieving positive and supportive relationships with and between pupils.
- All pre-school practitioners are central to successful liaison with parents and colleagues.

Class Teachers

- All pupils at Willingham Primary School spend the majority of lesson times being taught alongside their peers - Class teachers take the lead role in managing and creating the classroom environment.
- Class Teachers have overall responsibility for the planning and delivery of lessons to their class.
- Class Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum through the Assess, Plan, Do, Review (APDR) process and parents are informed by their child's teacher of any additional or different provision being made for their child.
- Class Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class.
- Class Teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils.
- Class Teachers are central to successful liaison with parents and colleagues.

Teaching Assistants

- Teaching Assistants (TAs) work with individual or groups of pupils during lessons to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons and overseen by the Inclusion Lead.
- Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or Specialist Teacher or they may be directed by other teaching staff within the school, for example the appropriate Phase Lead or Subject Lead.
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.

- In order to best utilise their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Inclusion Lead.

Emotional Support Assistant

At Willingham Primary School we have an Emotional Support Assistant (ESA) who provides emotional support for pupils:

- Who have experienced bereavement.
- Who are struggling to establish and/ or maintain friendships.
- Experience communication difficulties.
- Who struggle with emotional regulation.

Our Emotional Support Assistant works at:

- Observing and engaging with any pupils who may be vulnerable.
- Liaising with class teacher to agree appropriate provision
- Liaising with or senior staff regarding any concerns.
- Helping to devise ways of best supporting the pupils she works with.
- Observing the well-being of pupils within social settings and spending time within classes or in conference working with individual pupils.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- Taking a supporting role in working alongside external family support agencies.

Special Educational Needs or Disabilities (SEND)

A child or young person is classified as having Special Educational Needs if:

- They have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child or young person of compulsory school age has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age, or
 - have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school settings.

'A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

A child or young person has a disability if:

They have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'
(Equality Act 2010 s6)

Identification of Special Educational Needs or Disabilities

Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case, then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Willingham Primary School or Honeypot Pre-School. Further details can be found in the school's Special Educational Needs and Disabilities (SEND) policy.

English as an Additional Language - Definition and Rationale

The term English as an Additional Language (EAL) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Provision for EAL pupils at Willingham Primary School and Honeypot Pre-School:

- We aim to ensure good EAL practices are in place throughout the school.
- We ensure appropriate resources are available for staff and EAL pupils.
- The Inclusion Lead and Emotional Support Assistant work with Class Teachers to track and monitor support in place and the emotional well-being of all EAL pupils.

Monitoring and Review

The Inclusion Lead and Senior Management Team (SMT) will monitor the effectiveness of this policy on a regular basis. The Head teacher will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

Staff Contact Details

For any further information please contact:

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