**Inclusion Policy**

**Rationale**

At Moorside Community Primary School we are dedicated to meeting the individual needs of all pupils. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all pupils can realise their potential in terms of academic and personal achievement through access to the curriculum by providing support which is tailored to individual needs.

**Purpose**

* to ensure that everyone has a common understanding of inclusion
* to ensure all educational activities whether formal or informal are fully accessible to all young people
* to ensure early identification, assessment, support and review of the needs of all pupils
* to promote partnership with parents, carers and the wider community
* to ensure the effective use of resources towards prevention and early intervention
* to promote collaboration with other professionals to enable the sharing of expertise and flexible responses to meet the needs of all pupils
* to monitor appropriate indicators to measure the success of the inclusion policy
* to review the effectiveness and development of the inclusion policy

**Definition of Inclusion**

Inclusion is concerned with the learning, participation and equal opportunities of all young people, all of whom have a right to access the curriculum.

It applies to all of the following:

* girls or boys where there are gender issues
* minority ethnic and faith groups, travellers, asylum seekers and refugees
* pupils who need support to learn English as an additional language (EAL)
* students with special educational needs including those considered to have emotional, behavioural or social difficulties
* pupils with physical disabilities
* pupils who may be gifted and talented
* pupils in need including those in public care
* pupils whose families may be seriously disadvantaged by poverty and/or rural isolation
* pupils with emotional, behavioural and social difficulties
* children who are at risk of disaffection and exclusion from school
* other pupils, such as sick children; young carers; children from families under stress

**Implementing the Policy for Inclusion**

The following information should be read alongside all related policies where there is more detail on implementation.

**Common understanding of Inclusion**

* all policies and practices are underpinned by a commitment to inclusion
* staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
* inclusion is promoted amongst pupils through the PSHE curriculum, assemblies and day to day interactions with staff, pupils and the wider community
* positive language is used when referring to all pupils, particularly to those who are disabled or have learning difficulties; pupils and staff are encouraged to report use of discriminatory language and all allegations are taken seriously

**Fully accessible educational settings and activities**

* all areas of the school buildings and site are accessible to all pupils and their parents/carers
* All teaching staff adapt learning resources so that all individual pupils may access them
* Pupils for whom English is an additional language are monitored and supported by staff and the SENCO as needed
* all teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all pupils are provided with appropriate pace and challenge; staff are given training and work closely with the SLT to overcome barriers to learning; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images
* all pupils receive regular constructive feedback on their work which acknowledges progress and gives clear guidelines on how to improve and provide time to make improvements teachers tailor their feedback to individual pupils and involve additional adults where appropriate in this process so that it is accessible

**Identification, Assessment, Support and Review**

* regular assessments, six times a year, are used to build up a picture of progress for all pupils and groups of pupils
* subjects across the curriculum use a range of formative and summative assessment methods, allowing all pupils to demonstrate learning; familiar contexts without cultural bias are used and special arrangements are put in place where needed
* all staff identify and support pupils overcome barriers to learning
* the school currently employs family Advisors who support pupils at risk of non-attendance or permanent exclusion and their families
* SLT work to ensure smooth transition through each Key Stage and beyond; this includes engaging support from external agencies

**Partnerships**

* the school keeps parents/carers informed through regular reports, and parent consultations and parents are encouraged to contact the school if they have concerns; parents of pupils causing concern are kept informed of interventions and progress through daily discussions, letters, phone calls home and meetings
* all phone calls from parents/carers are acknowledged within 24 hours
* the SENCO regularly keeps parents/carers informed of their child’s progress
* the school liaises with a wide range of external agencies to support the needs of individual and groups of pupils causing concern; this is overseen by the SLT (School Leadership Team)

**Effective use of resources**

* deployment of staff and resources is driven by an assessment of need, based on assessment data, information from Sims, work and lesson scrutiny and the day to day work of the SLT
* pupil premium is used to provide additional staffing and resources, targeted at those pupils who qualify for the funding
* the work of Teaching Assistants and middle leaders is carefully planned and focussed on identified needs
* the school is committed to additional in-school provision for vulnerable and SEND pupils and funds a number of interventions and a nurture class for the younger children
* the school pays for additional support from external agencies, based on identified needs, e.g. Educational Psychologist, Speech and Language service and Kalmer Counselling
* the monitoring of academic and pastoral outcomes is used to assess the impact of additional staffing and resources; this is reviewed, including an assessment of value for money, on an annual basis

**Collaboration**

* the school collaborates with other schools (especially those within the WEST Trust) and training providers to train staff, share resources and share good practice

**Monitoring and evaluation**

* the progress of all pupils is monitored half termly by all staff along with the Senior Leadership team who liaise with other professionals where there are concerns
* outcomes from monitoring and pupil progress meetings are used to identify development priorities each year and these are embedded in the School Development Plan

|  |  |
| --- | --- |
| Policy updated | March 2018  |
| Date for policy to be reviewed | September 2018 |