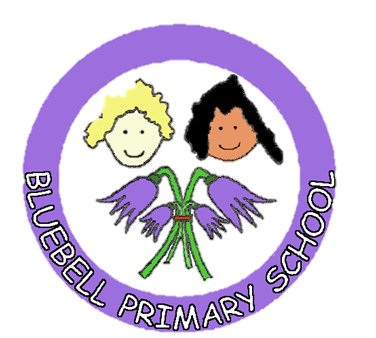
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| Review Date:  January 2016 |
| Approved by Governing Body Date: |
| Next Review Date:  January 2018 |

**Bluebell Primary School**

**Inclusion**

**Policy**



“To give every child the skills and self-belief to succeed”

**Bluebell Primary Vision Statement**

To give every child the skills and self-belief to succeed

**Legislative framework**

The Inclusion policy operates within the statutory framework set out in the SEN Code of

Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

• Equality Act 2010: advice for schools (DfE February 2013)

• SEND Code of Practice 2014

• Schools SEN Information Report Regulations (2014)

• Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

• Safeguarding Policy

• Accessibility Plan

• Teachers Standards (2014- 15) converted into Bluebell Primary Teaching Standards.

**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 inclusive provision at Bluebell is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Successful inclusion should result in:

* Every pupil feeling safe, confident and happy at school.
* Every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities.
* The promotion of every child’s belief in themselves as a learner and valued member of our school community.

**Aims**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Through our inclusive practice we aim to create a learning environment where we demonstrate our belief that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and

socio-economic background.

**Meeting Diverse Needs**

We pay particular attention to the provision for and the achievement of different groups of learners such as:

* 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
* learners with disabilities
* learners who have particular gifts and talents
* learners who are looked after by the Local Authority
* learners who are young carers, those who are in families that are under stress
* learners who might be at risk of disaffection

We recognise that pupils learn at different rates and that there are many factors

affecting achievement including: ability, emotional wellbeing, age and maturity. Individual needs

are identified as they arise and provide teaching and learning contexts that enable every child to

achieve their full potential.

We 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 Need 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.

**Teaching and Learning**

The National Curriculum is a key part in planning a curriculum that meets the specific needs of

individuals and groups of children. We meet these needs through:

* setting suitable learning challenges
* responding to children’s diverse learning needs
* overcoming potential barriers to learning and assessment for individuals and

groups of pupils

* providing other curricular opportunities outside the National Curriculum to

meet the needs of individuals or groups of children

We achieve educational inclusion by continually reviewing what we do, through

asking ourselves these key questions:

* Do all our children achieve their best?
* Are there differences in the achievement of different groups of children?
* What are we doing for those children who we know are not achieving their

best?

* Are our actions effective?
* Are we successful in promoting racial harmony and preparing pupils to live in a

diverse society?

**Promoting and Supporting Inclusion**

**1. Head Teacher, Senior Leaders and our Governing body:**

a) Responsibility for making Bluebell a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.

b) We aim to promote Inclusion at Bluebell through all of our policies, systems and practices.

**2. Inclusion Leader**

a.) Leads in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.

b.)In partnership with other senior leaders and the Head Teacher, the Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

c.) Leads in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies.

d.) Monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

**3. Phase Leaders**

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

**4.** **Class Teachers**

a.) Class teachers take the lead role in managing and creating the classroom environment.

b.) Teachers have overall responsibility for the planning and delivery of lessons to their 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 learning journeys although individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Parents are informed by their child’s teacher of any additional or different provision being made for their child.

c.) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils’ achievement and needs are discussed and further planning.

d.) 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.

**5. Teaching Assistants/ Higher Level Teaching Assistants**

a.) Teaching Assistants work with individual or groups of pupils during lessons to support pupils’ learning and promote their well- being under the direction of the teacher during lessons.

b.) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Leader.

c.) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually on interventions such as ECAR, Early Talk. Alternatively some work may occur alongside others within a small group, when the need is common to all.

**6. The Inclusion Team**

The Inclusion Team is led by the Inclusion Leader and comprises a Parent Support Adviser, two learning mentors and three Behaviour, Nurture and Inclusion assistants. The team are responsible for the social, emotional and behavioural needs of our pupils at Bluebell Primary. On-going progress meetings are held with the Inclusion Leader to assess the effectiveness of strategies and interventions. There are close links with parents/carers to support within school and at home.

**Assessment Procedures**

The attainment and achievement of all pupils is monitored closely and attention is paid to gender differences and the performance of vulnerable groups such as those who are on the Special Educational Needs Register, Looked After children, children who have English as an additional language or those who are from ethnic minorities. The school also recognises that children’s self- regard as learners, together with their confidence in learning and attitude towards school, are key determinants of performance in school. When the attainment of a child falls significantly below age related norms, teachers enable children to succeed by differentiating tasks so that they are appropriate to individual needs. Where the attainment of a child significantly exceeds age related norms, teachers extend the breadth and depth of tasks, within the area or areas for which the child shows particular aptitude. The Inclusion Leader continually monitors the impact of intervention and adjusting them as required. All successes are celebrated through a reward system that is consistently implemented across the school. Within the reward system, the emphasis on

effort and achievement are equally distributed.

**Parent Partnerships**

The knowledge and first- hand experience a parent has regarding their child is highly valued for the contribution it makes to the child’s education. Parents are seen as partners in their child’s learning journey and through regular consultation, are given the opportunity to express their views, be active in decision making processes and participate in their child’s education. Across the school, pupil voice is strong and through the School Council, pupils are given the opportunity to share their views and opinions regarding their successes and achievements and future developments.

**Monitoring and Review**

The Head teacher and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.