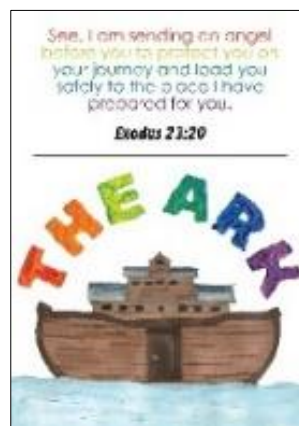


St Michael's CE (A)



Primary School

Inclusion Policy

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.' Jeremiah 29 verse 11

Policy Adopted: Wednesday 16th October 2024

Policy Review: October 2025

Signed: *Linda Guest* (Chair of Curriculum and School Improvement)

INTRODUCTION

Vision

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.'
Jeremiah 29 verse 11

As an inclusive Christian school, St Michael's Church of England (Aided) Primary School and The Ark, a specialist unit for social, emotional and mental health values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

Motto

Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.' John
13 v 34

We believe the values of faith, hope, love and joy underpin all we do at St Michael's and The Ark. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

INCLUSION POLICY

(See also SEND Information report & English as an Additional Language (EAL) Policy)

AIMS OF THE POLICY:

- to explain the ethos and rationale behind provision for Inclusion at St Michael's C.E(A) Primary School
- to outline the nature of the provision for Inclusion at St Michael's C.E(A) Primary School and The Ark (SEMH SEND unit)
- to set out the roles of stakeholders in relation to provision for Inclusion
- to foster the involvement of parents at all stages of provision for pupils with additional educational needs

INTRODUCTION

As a school, we are committed to giving every pupil an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, social, emotional and physical. We aim to provide for pupils who are more able and recognise that they too may need specific provision. We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the school that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

INCLUSION MONITORING

These groups are specifically monitored with reference to how much the school 'includes' them and provides for their learning needs.

- boys and girls
- pupils from minority ethnicities
- pupils who have English as an Additional Language
- pupils who have Special Educational Needs and disabilities
- pupils in receipt of Pupil Premium funding
- CYPIC and Post-CYPIC

ORGANISATION OF LEARNING

The school offers a continuum of provision to meet the diversity of pupils' needs. Although lessons are taught in mixed ability classes, teachers have the flexibility to set smaller ability groups for teaching purposes and differentiate work accordingly.

Additional in-class support is available in all classes including delivery of Wave 2 and Wave 3 support when appropriate. This additional support is usually targeted at individual and small groups of children who are catching up on their basic literacy, numeracy and communication skills. It may take place in the classroom or children may be withdrawn for short periods during appropriate times. ICT is available in every class and can be used to provide additional support and challenge. At St Michael's C.E(A) Primary School we believe that children learn English best when they are working

collaboratively with English speaking children, so EAL pupils are taught within the class for their year group. However, if necessary, they are withdrawn for regular intervention to accelerate their progress, with a focus on language acquisition.

The school also has an in-school resource base (The Hub) which provides additional 1-1 support for pupils working significantly below their peers who, in the main, have EHCPs.

PLANNING OF LEARNING

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately.

Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches - using appropriate assessment approaches and setting targets for learning.
- developing positive relationships with pupils

EXTERNAL SUPPORT TO ENRICH LEARNING

The school has close links with external support agencies such as Speech and Language (SALT) and Health services. The school is supported by an Educational Welfare Officer (EWO), an Educational Psychologist (EP), CAHMS who attend one day a week at The Ark, Wolverhampton Outreach Team and social services through the Local Authority when required. In addition, we employ our own Teaching Assistant with specific responsibility for Pastoral Support. The EP, Outreach Team and SALT are able to provide advice and guidance on issues related to curriculum provision, gender issues, and identification and assessment of pupils' individual needs.

The SEND Coordinator organises and plans the amount of external specialist support required by pupils with additional needs. Access arrangements are made to support eligible pupils, as necessary during Key Stage 2 Statutory Assessments.

At St Michael's C.E(A) Primary School it is recognised that experiences outside the classroom and support, such as visiting specialist teachers, are invaluable in terms of providing enrichment to all students. The school aims to provide such experiences regularly through collaborative work with local secondary schools, Wolverhampton Music school and the LA.

RESOURCES AND BUDGET

The school allocates a proportion of its budget to resourcing inclusion. In liaison with the Senior Leadership Team (SLT), the SEND Coordinator organises and plans the amount of additional in class and external specialist support required. Resources are managed by the Headteacher together with the SEND Coordinator and are audited at the beginning and end of each year.

ASSESSMENT PROCEDURES

All teachers monitor and review pupil progress using a range of assessment tools (See Assessment Statement). In order to ensure accurate assessments are made, teachers are supported by the SLT

and they are given opportunities to moderate samples of work and achievements across the core subjects.

With specific reference to SEND children, the assessment procedures are carried out by the class teacher and supported by the SEND Coordinator. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child. Individual Education Plans (IEPs) are reviewed 3 times per year.

IDENTIFICATION OF PUPILS WITH ADDITIONAL NEEDS

The school aims for early identification of additional needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SEND Coordinator of concerns regarding a pupil's learning. The SEND Coordinator then ensures further assessment and support according to the school's Graduated Response.

REGISTERS AND RECORD KEEPING

The SEND Coordinator holds and updates the SEND register. Registers for Pupil Premium and EAL are updated by the Senior Leadership Team in liaison with the School's Business Manager. Teachers are responsible for the completion of all appropriate paperwork for children with additional needs. The SEND Coordinator is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of Education Care and Health plans (ECHP).

Information and assessment records pertaining to children with additional needs are kept centrally by the SEND Coordinator. Relevant advice, assessment documents and reports are also made available to class teacher. All records are considered to be confidential and are only accessible to concerned professionals and parents.

Electronic Raising Achievement Plans are used to record support which is different from or additional to normal provision.

MONITORING OF WHOLE SCHOOL EFFECTIVENESS ON INCLUSION

The SEND Coordinator, Headteacher and Governors are responsible for reviewing the overall provision for pupils with additional needs. To support this, pupils' progress is tracked at a number of levels:

- The class teacher formatively assesses pupil progress against targets
- There are annual review meetings for pupils with Education, Health and Care plans
- Lesson observations include comment on provision and progress of pupils with additional needs.
- The effectiveness of interventions is monitored
- Raising Achievement Plans are updated at least termly.

Whole school effectiveness is measured by monitoring children on the SEND, EAL and Pupil Premium registers. Monitoring looks at:

- IEP targets
- Progress
- Achievement of National Curriculum end of year expectations
- Achievement of success criteria for interventions they have had
- Achievement of end of key stage standards
- Readiness for a reduction in the quantity of support they require

ROLE OF HEADTEACHER

The Headteacher has responsibility for managing the work of the SEND Coordinator. They must keep the school's governing body fully informed and work closely with the SEND Coordinator.

ROLE OF SEND COORDINATOR

The key aspects of the Inclusion Coordinator role are:

- Updating the inclusion policy
- Reporting to the governing body on school effectiveness
- Monitoring and assessing inclusive provision
- Identifying pupils' barriers to learning and providing staff with appropriate strategies
- Sharing inclusive expertise with classroom teachers and TAs
- Working with coordinators to purchase appropriate resources
- Monitoring pupils' progress
- Liaising with parents
- Co-ordinating cross phase/ cross school transition
- Liaising with and co-ordinating external specialist provision.
- Managing inclusion resources
- Organising appropriate training

Currently at St Michael's C.E(A) Primary School, the SEND Coordinator is Lauren MacDonald who is also the Assistant Head for Inclusion and The Ark Unit Lead.

ROLE OF CLASS TEACHER

It is the responsibility of the class teacher to

- provide an atmosphere that reflects the multi-cultural ethos of the school
- proactively identify additional needs
- ensure that all pupils have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of pupils with additional needs
- discuss specific strategies used with these pupils at parents' evenings
- complete required Inclusion documentation as directed by the SEND Coordinator

ROLE OF GOVERNORS

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs (Linda Guest) and for reporting to parents on the fulfilment of the school's Inclusion Policy.

ROLE OF PARENTS

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress towards their IEP targets termly. The SEND Coordinator meets with parents regarding their child's additional needs and provides support and information as required.