

Inclusion Policy

Knaphill Lower School

Date policy reviewed: 25th September 2023

Reviewed by: Autumn 2023 by Mrs Foley (SENDCO Goldsworth Primary School), Mrs Bellingall (SENDCO St Johns Primary), Mrs Tolley and Mrs Milne (SENDCOs Knaphill Lower School)

Date of next review: September 2024

Headteacher signature: Gill Kozlowski

The policy is reviewed annually and shared with stakeholders.

Next Review date: Autumn 2024

Vision

Knaphill Lower School are committed to every child being given the opportunity to achieve their best. We endeavour to provide a happy, safe and caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning. At Knaphill Lower School, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone in our schools. Every teacher is a teacher of every pupil including those with SEND. High quality teaching and learning is at the centre of this and all teaching staff are trained to feel confident in their ability to support children with SEND, providing appropriate and manageable differentiation, using our best endeavours to give pupils the support they need.

Aims

Our school aims to be inclusive. This means equality of opportunity for all of our children. We make this happen through the attention we pay to the different groups of children within our schools:

- Girls and boys;
- Ethnic and faith groups;
- Disadvantaged pupils (Pupil Premium);
- Children with English as an additional language;
- Children with special educational needs and disabilities ;
- Looked after children and those adopted from care;
- High achieving children;

- Travellers and asylum seekers;
- Any children who are at risk of disaffection or exclusion;
- Other vulnerable groups

Objectives

The National Curriculum and Foundation Stage Curriculum (<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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 opportunities for learning or development outside the National Curriculum to meet the needs of individuals or groups of children.

The Organisation of Teaching and Learning

In our school, the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of the children in their class.

When the attainment of a child falls significantly below the expected level, their class teacher enables the child to succeed by planning work that is in line with that child's individual needs. For some children, we modify the curriculum and access arrangements to better meet their individual needs. This enables these children to make progress at the level appropriate to them.

If children are absent from school for a significant length of time due to medical needs, Access to Education may provide appropriate home schooling.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the depth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering sex, race, religion or belief, gender, sexual orientation and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;

- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

If a member of staff has a concern regarding a children, this is referred to a DSL.

Disadvantaged Children

The Pupil Premium funding was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. The Pupil Premium funding is used to reduce the gap between the achievement of these pupils and their peers.

We closely monitor, evaluate and review the impact of the Pupil Premium funding and ensure that the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and lives. We report the impact of the funding annually and this is published on our website.

Children with special educational needs and/or disabilities

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning, including access to the physical environment and opportunities to take part in educational visits.

Teachers modify learning and teaching as appropriate for children with SEND, taking account of their individual needs. Access arrangements are modified as required following statutory guidance.

Pupils with English as an Additional Language

Planning will take account of the pupil's level of understanding and their previous educational experiences. Pupils with EAL are supported by staff inside the classroom and in small groups.

Pupils in care and adopted from care

Looked After Children will have targets set within a personal education plan (PEP). The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews and to work closely with social services and carers. Academic progress will be reported to the governing body.

Assessment

Teachers use assessment techniques that reflect the children's individual needs and abilities. During Statutory Assessments such as the Phonics Screening, and Key Stage 1 tests, there are some circumstances where pupils may not be entered for the test e.g.

- if the child is working below the level of the tests
- it is impossible to establish whether they are working at the level of the test. This may be the case if a pupil has arrived from a different education system and cannot speak English.
- they are unable to access the test e.g. physical or sensory disability.

In these circumstances the school follows the National Curriculum Assessment and Reporting arrangements booklet <https://www.gov.uk/government/publications/2021-key-stage-1-assessment-and-reporting-arrangements-ara> and discusses this with parents/carers.

Storing and Managing Information

Information regarding all pupils is confidential and files relating to children are kept securely and shared on a need-to-know basis. Files are transferred to Junior Schools or a new school where a child moves in year. If we are unable to do this, the file will be stored securely until the child reaches 31 years of age then securely destroyed, in line with the retention schedule set out by the IRMS.

Philosophy

We are fully committed to inclusion at the admission stage and during the whole of a child's school life. However, we are aware that, in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education 'is incompatible with the efficient education of other children'. (SEN Code of Practice. DFE 2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Related Policies

Equality Policy and Single Equality Scheme

Special Educational Needs

Complaints procedure

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.