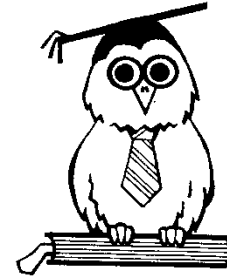


West End Primary School

Policy for Inclusion



Person responsible: Helen Dillon (Inclusion coordinator)
Reviewed: March 2025
Next Review March 2026

Rationale:

This policy is a statement of the arrangements of Inclusion at West End Primary School. It is to be read in conjunction with all other Policies. It has been written to make these arrangements for inclusion explicit and to ensure continuity of practice across the school.

Philosophy:

At West End Primary School, we provide education for all pupils through a variety of access strategies including, appropriate differentiation of the core offer, additional or different resources and adapting facilities as necessary. All pupils' individual needs are considered and a full range of flexible responses are available to accommodate and value their diversity.

All pupils are entitled to receive, within a suitable peer group, a broad balanced and relevant curriculum. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate pupils' inclusion.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys, men and women
- LGBTQI+
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion, or who do not have good attendance or punctuality
- pupils with specific health or welfare challenges
- pupils in receipt of Pupil Premium Grant
- those who are children of a Serviceman/woman

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At West End Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Aims:

- To recognise potential and actual barriers to learning and access of education and ensure that all children are supported to be included to ensure they are able to access school and opportunity
- To identify, plan, implement and review strategies used to support and maintain Inclusion
- To ensure that pupils are not discriminated against or disadvantaged because of additional short or long term needs
- To provide equal, inclusive access to the school's aims

Aims and Values:

At West End Primary School we have developed our vision, aims and ethos with input through consultation with pupils, staff, parents, Governors and our wider community. At West End we aim for all staff and pupils to achieve their West End Best by providing a curriculum which:

- Challenges and supports children and staff to drive constant progress
- Promotes happiness and well-being in a welcoming and inclusive community
- Values everyone's achievements together, giving everyone the opportunity to shine
- Develops a safe and nurturing environment, fostering respect and pride
- Inspires engaged and resilient proactive learners through our broad and evolving curriculum
- Prepares independent and responsible, world-ready individuals

Identification and Assessment Arrangements, Monitoring and Review Procedures:

Children are identified as having Inclusion Needs in a wide variety of ways including:

- Teacher referral
- Parent referral
- Outside agency referral
- Support Staff referral
- Work monitoring
- School assessment procedures
- Data / cohort analysis

Needs are recorded, where appropriate on CPOMS and other relevant school systems. Systems are then put in place to meet the needs of these pupils in the most appropriate way. These systems may involve:

The pupil, parents, outside agencies, relevant coordinators, class teachers, LSA's, SENCO, Head or Deputy Headteacher, or any other appropriate party reviews these needs regularly and are recorded 3 times a year on a Pupil Passport or IPM, although additional reviews are available and occur as needs dictate.

Strategies to promote and enhance Inclusion:

Following assessment of need staff will work together with the pupil, parents and agencies as appropriate to develop strategies and approaches to promote inclusion. These strategies may be highly personalised to need but could include:

- Differentiated entry / start of day arrangements
- Intervention, pre-learning and catch up strategies
- Key-person system to allow the child an adult to support their needs
- Differentiated or varied arrangements, teaching, resources, strategies to be deployed in the classroom
- A personalised timetable
- Enhanced playtime provision
- Access to support groups, professionals

- Varied communication systems with pupils and parents
- Access to additional uniform, resources and funds to ensure equality of access to opportunities
- Subsidised activities and school visits on application to the head teacher
- School training and staff briefing to support understanding of strategies
- An embedded ethos amongst staff and pupils to embrace, and support Inclusion
- Working alongside specialist agencies such as: Horsforth Children's Services (child and parent support covering all areas of SEMH need) NWAIP (ADHD and SEMH specialists); STARS (autism specialists); SENIT (specialist teachers and inclusion workers); SENSAP (special educational needs statutory Assessment Provision team) and medical professionals such as occupational therapists, speech therapists and educational psychologists.
- Use of the Early Help Plan process for enhanced inclusion support
- Application for Education Health Care Plan (EHCP) to formalise support needs

Monitoring, evaluation and review:

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Head teacher and Inclusion co-coordinator will monitor progress of the Inclusion action plan.
- The governing body, via the curriculum committee, will review progress made and the effectiveness of the policy. Liaison between the named Governor and the Inclusion Coordinator will take place when needed.

Induction and Transfer arrangements:

Induction arrangements prior to Foundation Stage are based on information provided from the school nursery, pre-school provider, parent, Educational Psychologist and Speech Therapist, health visitor or other professional.

Provision arrangements are discussed prior to pupil beginning at school. This includes the Inclusion Coordinator attending new parent's evenings to explain her role and answer questions.

Transition within school year groups is supported by a clearly planned school transition and information transfer process. Relevant information and strategies are recorded on CPOMS.

Links with local secondary school providers are made, transferring information to year 7 teachers and appropriate Inclusion Coordinator. Where possible some pupils undertake a separate, additional visit to secondary school to support transfer or attend enhanced transition activities. End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools. All other appropriate school records are forwarded to secondary schools.

For pupils with a statement, EHCP or higher levels of Funding For Inclusion (FFI), the secondary Inclusion Coordinator is invited to the annual review meeting for the pupil.

Other relevant policies:

- Teach and learning policy (draft)
- Curriculum policies
- Race equality policy
- Special Educational Needs Policy and Information Report
- Accessibility Plan
- Medical Policy
- Behaviour Policy

- Equality Policy

These can be accessed either on the school website or can be requested from the school office.

A statement of Inclusive Provision has been agreed by staff and is incorporated into all policies where relevant. It is as follows:

Inclusive Statement for use when reviewing all policies- It may be necessary to adapt this statement to make it pertinent to your policy.

At West End Primary we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. The variety of ways that the provision for specific Inclusive groups can be met can be seen in the Inclusion Policy. As a school we endeavour to provide opportunities to meet the five outcomes of Every Child Matters within our school environment.

To achieve this all pupils are to have access to the current curriculum. It is understood that in order to implement this policy of Inclusion certain issues must be addressed, namely:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing resources which meet the needs of all individuals and are non-prejudicial and are reflective of our multicultural and diverse society.

In order to set appropriately challenging work it may be necessary to use (LIST ANY SUBJECT SPECIFIC RESOURCES or Wave 2 and Wave 3 provision) . Individual IPP's or IBP's will need writing, referring to and evaluating on a regular basis