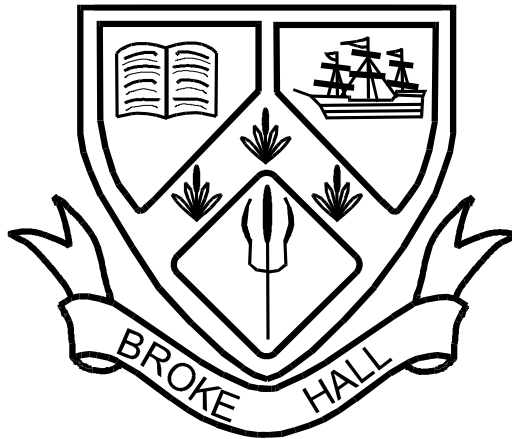


Broke Hall Community Primary School
Inclusion Policy

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Inclusion Policy

Document Control

| <i>Version</i> | <i>Date</i> | <i>Author</i> | <i>Comments</i> |
|-----------------------|--------------------|-------------------------------|--------------------------------------|
| Issue 1 | March 2009 | R. Griffiths | |
| Issue 2 | March 2012 | S Kingston, D Stanford | |
| Issue 3 | Feb 2014 | D Stanford | |
| Issue 4 | March 2015 | D Stanford, R Fairs, M Thomas | |
| Issue 5 | Jan 2017 | D Stanford, R Fairs, M Thomas | Approved by CDP Committee |
| Issue 6 | February 2019 | D Stanford, R Fairs, M Thomas | |
| Issue 7 | March 2021 | D Stanford, R Fairs | Reviewed by CDP Committee |
| Issue 8 | Nov 2023 | D Stanford, R Fairs | To include specific reference to EAL |
| Issue 9 | February 2025 | D Stanford, R Fairs | |

Owner: SLT

Approver: FGB

Statutory Policy: Yes

Review Cycle: 2yrs Autumn Term

Approval date: 18.03.2025

Broke Hall Community Primary School

Inclusion Policy

School Aims and Implementation

At Broke Hall Primary School, the children lie at the heart of the decisions we make.

Our core values of **inclusion, resilience, curiosity, knowledge & understanding and independence** guides the things we do and the choices we make in school.

Our school is full of learning, respect, and friendship; where our vision is that all children are prepared for life by becoming;

- Curious, independent learners who demonstrate skills, knowledge and understanding in their learning and who relish challenge
- Sympathetic friends who enjoy learning and playing together
- Thoughtful, inclusive, respectful people who care about the world, their country and who develop strong personal values

To fulfil our vision we will:

- provide high quality teaching, which inspires a love of learning
- challenge children by creating an environment and curriculum which excites/motivates/inspires children as learners
- encourage growth mindset and a 'have a go culture', where children learn from their mistakes
- teach our children to develop a sense of personal worth, self-discipline and an understanding of socially acceptable behaviour
- value each child as an individual, with unique range of talents, interests, learning styles and needs
- provide opportunities to develop an understanding and respect of British Values
- involve parents as essential valued partners in the life of the school
- appreciate and professionally develop a dedicated team of staff and governors; striving as educators to continually improve our own practice

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 inclusion should result in every pupil feeling safe, confident and happy at school.
- Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during

Broke Hall Community Primary School

Inclusion Policy

their play or lunchtimes or when involved in any of our Extended School activities.

- Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.

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

Broke Hall School has been awarded the Inclusion Quality Mark and recognised as a Centre of Excellence 2024/25 – 2027/28.

Aims and Objectives

At Broke Hall we recognise that in order to achieve the school vision we must 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 pupil'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 pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- 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 pupil.
- Promoting equality of opportunity through complying with the Equality Act 2010

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to make equality of opportunity a reality for our children through the attention that we pay to the different groups of children within our school:

- gender
- minority ethnic and faith groups;
- disadvantaged pupils (Free School Meals and Ever6)
- children with Special Educational Needs
- children with disabilities or medical needs
- children whose home language is not English (EAL)
- children who are most able

Broke Hall Community Primary School

Inclusion Policy

- children with physical or sensory impairments
- children whose families may be Asylum Seekers or Refugees
- children from Traveller families
- children who might be subject to abuse or harassment, for whatever reason
- children under the care of Social Services or pupils who may be in public care, or living with foster families
- children who are young carers
- children whose family are in crisis or under great stress
- children at risk of significant harm
- children with poor attendance
- children who are at risk of disaffection and exclusion from school.

Pupils who are Learning English as an Additional Language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is used, to confirm that no learning difficulties are present. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English.

Teachers plan learning opportunities to help pupils develop their English and provide the support pupils need to take part in all subject areas.

Teachers take specific action to help pupils who are learning English as an additional language by:

- Providing learning opportunities to enable the development of spoken and written English.
- Ensuring access to the curriculum and to assessment.
- Providing access to dual-language texts, posters and displays.
- Working collaboratively with other pupils, both with EAL and those whose first language is English.
- Providing opportunities for discussions and co-operative learning.
- Promoting and celebrating diversity whilst avoiding stereotyping.
- Planning learning opportunities which reflect the backgrounds of pupils in the classroom.

Promoting and Supporting Inclusion

1. Head Teacher, Senior Leaders and our Governing body:
 - a) Responsibility for making Broke Hall 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 Broke Hall through all of our policies, systems and practices.
2. Personalising the Curriculum

Broke Hall Community Primary School

Inclusion Policy

- a) School Leaders at all levels; including Governors, Head Teacher, Deputy Head and Assistant Heads, and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school.

We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- adaptive teaching;
- 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. (This includes speech and language therapy and mobility training.)

- b) We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
- do all our children achieve as much as they can?
 - 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?

3. Special Needs Coordinator (SENCo):

- a) The school has a SENCo who is a member of its Leadership Team.
- b) In partnership with other senior leaders and the Head Teacher, the SENCo monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

4. Class Teachers:

- a) Class teachers take the lead role in managing and creating the classroom environment.
- b) Class teachers ensure that all pupils receive Quality First Teaching.
- c) 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.
- d) 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 undertaken by way of pupil progress meetings which are led by the Head Teacher, Deputy Head or Phase Leader.
- e) 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/carers and colleagues.

5. Learning Support Assistants:

Broke Hall Community Primary School

Inclusion Policy

- a) Learning Support Assistants (LSAs) work with individuals or groups of pupils to support pupils' learning and promote their well-being. The work of a LSA is directed by the teacher.
 - 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 SENCo.
 - c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
 - d) Emotional Literacy Support Assistant (ELSA) trained staff work with individual pupils to support wellbeing and emotional/behavioural challenges
6. Family Liaison Officer (FLO)
Our Family Liaison Officer (FLO) provides additional support to families and children. They have links with specialist organisations and support services and meets regularly with parents to discuss issues, to provide information, and to signpost where appropriate.
The Family Liaison Officer provides support for individual children/small groups, for example through running Feelings Groups and Young Carers.
7. Outside Agencies who help us achieve inclusive practice and meet specific needs
In achieving provision which will meet the wide range of pupils' differing needs at Broke Hall, we are supported by a number of specialised health or educational bodies.
Those agencies most commonly involved in supporting pupils include:
- Health
 - The Speech and Language Therapy Service (SALTs)
 - The Occupational Therapy Service (OTs)
 - LA Specialist Education Support (SES)
 - Specialist teachers for the deaf and visually impaired
 - The School Nursing Service
 - The Educational Psychology Service (EPS)
 - The Educational Welfare Officer (EWO)
 - Physiotherapists

Monitoring and Review

Inclusion is led by the school SENDCo and Senior Leadership Team, who will review this policy every two years alongside the governing board, to ensure that all relevant policies and practices are up-to-date and compliant with the statutory requirements.

Related Policies:

This policy should be read in conjunction with:

- SEND policy and SEN Report
- Behaviour Policy
- Children's Endeavour Trust Child Protection and Safeguarding Policy
- Anti-Bullying Policy

Broke Hall Community Primary School Inclusion Policy

- Equal Opportunities Policy,
- Teaching and Learning Policy
- Children's Endeavour Trust Equalities Objectives Action Plan
- Accessibility Plan

Next Review Date: Nov 2027