



CHALKWELL HALL INFANT SCHOOL

INCLUSION POLICY

Reviewed and Approved by Governors

Date: Spring 23

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Introduction

Inclusion is the process of removing barriers to participation and learning so that everyone benefits from educational opportunities. It is a process, not a state, and is characterised by a culture that not only respects but also welcomes diversity. It involves active partnerships between parents/carers and education practitioners and specialist service staff. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy states that we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. The school has an ethos of respect for all and actively promotes positive behaviour.

Aims and objectives

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. We promote personalised learning throughout the school. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- summer born children, boys in particular;
- minority ethnic and faith groups;
- white British boys
- children who need support to learn English as an additional language (EAL);
- children with special educational needs (SEN);
- children with specific medical needs;
- children with disabilities;
- children with behavioural and emotional difficulties;
- children working at a greater depth;
- children who are at risk of disaffection or exclusion;
- Gender reassigned children;
- children eligible for FSM;
- children in Local Authority Care, subject to Child Protection or Child in Need Plans;
- children Post Adoption;
- children from families under permanent or temporary stress;
- children identified as young carers;
- travellers, asylum seekers and refugees.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- varying teaching and learning methods to suit learners;
- responding to children's diverse learning needs;

- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- 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.)

We achieve educational inclusion by continually reviewing what we do to ensure:

- all our children achieve their best;
- that we acknowledge there are differences in the achievement of different groups of children and individuals;
- we are implementing support or strategies for those children who we know are not achieving their best;
- our actions are effective;
- we are successful in promoting racial harmony and preparing pupils to live in a diverse society;
- we are successful in promoting the acceptance of people as individuals;
- all pupils have effective teaching in Basic Skills;
- all children and adults are motivated to improve their Basic Skills and effective opportunities are provided for them to do so.

Admissions

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. *(the school adheres to the [Southend Borough Council Admission policy](#)).*

Roles and Responsibilities

Headteacher and the Senior Leadership Team (SLT)

The headteacher and SLT is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The headteacher and the Governing Board will delegate the day to day implementation of this policy to the SENCo. The headteacher and senior leadership team will be informed of the progress of all vulnerable learners and any issues with the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system;
- pupil progress meetings with individual teachers as part of the appraisal process;
- regular meetings with the SENCo;
- discussions and consultations with pupils and parents
- Pastoral meetings

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents;
- Giving parents and carers opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome;
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that the school will listen and act appropriately;
- Focusing on the child's strengths as well as areas of additional need;
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- Agreeing next steps for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these;
- Keeping parents and carers informed and giving support during assessment and any related decision-making process;
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer via the school website;
- Providing all information in an accessible way, including, where necessary, engaging the services of translators to attend meetings for parents with English as an Additional Language.

Teaching and Learning Style

We have high aspirations for all of our learners, and aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as well as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children additional support is required to help them develop their basic skills.

The curriculum allows all children to develop their learning at their own pace. Children who excel will be developing mastery of the subject whilst gaining a deeper understanding and the ability to apply learned strategies to any number of different circumstances.

When a child falls significantly below the expected stage in their learning, teachers will identify their particular need and facilitate support in that area using the school Local Offer for guidance and consulting with the SENCo as appropriate.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We adhere to the guidelines set out by the [Equality Act 2010](#). We use the Local Authority guidelines for assessment and progress for EAL (English as an Additional Language) pupils.

Teachers ensure 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;
- Are taught in groupings that allow them all to experience success;
- 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;
- Have the opportunity to acquire Basic Skills in English and Maths;
- Are not at a disadvantage due to financial constraints e.g. the school will provide help for trips etc. for children identified as Pupil Premium.

The school further addresses the needs of individual children identified as having a special educational need (SEND) and for whom differentiation is such that they are struggling to be included in whole class learning. The SENCo, with a team of LSAs, support class teachers to facilitate personalised learning to these children for Maths, English and individual needs in a purposely created classroom – The Tree House. (See [SEND policy](#))

Children with Disabilities

Some children in our school have disabilities and consequently need additional resources. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. (See [Equality Duty, Policy and Objectives](#))

The school is committed to providing an environment that allows these children full access to all areas of learning (See [Accessibility Plan](#)). Our main building, newly built classroom block, dining hall and early years classrooms have entrances which are wide enough for wheelchair access, although some of our class bases are hampered through lack of space. The main building, newly built classroom block, dining hall and the attached early years unit, have sloped access. The newly built classroom block also has a disabled toilet. There is a disabled toilet in the early years unit and main building, situated off the entrance hall, both with changing facilities. One of the classrooms in the main building has sloped access from the playground. The designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work or when using, for example, vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to learn about sound in science and music
- Includes approaches that allow visually-impaired children to learn about light in science and to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities.

The Acorn and Inclusion Room (Children with Social, Emotional and Mental Health Difficulties)

The school has a purpose built room called The Acorn Room and an Inclusion Room, staffed by a trained Learning Mentor and overseen by the SENCo, to facilitate a nurturing environment for children with emotional and behavioural difficulties. They provide quiet environments where children can go for support as and when the need arises. The Acorn Room can be used in the mornings for those children who sometimes find it difficult to come into school. The support available is tailored to the individual needs of each child and may be the provision of a listening ear on an ad hoc basis or part of a detailed personalised learning plan where the child's time in school is divided between the Acorn Room or the Inclusion Room and the classroom. Provision is also made during the lunch time for vulnerable children to spend time with the Learning Mentor on the school playground or through the use of these rooms.

The Treehouse

For a small number of children whose needs cannot be met in the whole class environment or who require a more personalised curriculum, they will have the opportunity to attend 'The Treehouse', a small group SEN provision, led by the school SENCo (a qualified teacher) and a number of Learning Support Assistants. This may include pupils with EHCPs or pupils whose progress/behaviour is indicating that they need a more specialised or personalised learning environment. Individuals will attend the Treehouse for morning lessons, where they will work on basic skills including Maths and English as well as: fine and gross motor skills; early play and social skills; emotional, behaviour and sensory development; self care skills; all through a variety of appropriate mediums. The provision is open during the lunchtime hour for vulnerable children who may need additional support. The children will be supported to return to their classes for the afternoon session; wherever possible children will be encouraged to develop their independence during the afternoon sessions.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. Our school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. Where necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

Guidance is sought from the use of the pre-key stage standards and our B Squared assessment programme, which we use for children in the Treehouse provision. B squared measures children's progress in small steps, providing clear next step targets, before they have achieved National Curriculum entry requirements. These then feed directly into the National Curriculum as the children make progress. For any child working below the National Curriculum and not yet engaged in subject-specific study, the Engagement model of assessment is used in conjunction with our B squared assessment programme. It is used to provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements. The five areas assessed are: exploration, realisation, anticipation, persistence and initiation.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum or elements of it.

Racism and Inclusion

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Board and the Local Authority by the head teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's [Equality Policy](#).

Monitoring and Evaluation

The school has a rigorous monitoring procedure in which the progress and attainment of all pupils is tracked. Half termly pupil progress meetings ensure that all children are on track and that any changes in this are identified early and strategies/support are provided appropriately. The school aims to ensure that all pupils make at least expected progress and that pupils with identified needs are supported effectively.

This policy complies with the guidance given in the [**Statutory Instrument: Special Educational Needs \(Information\) and Disability Regulations**](#). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents: [SEN Code of Practice January 2015](#); [SEN and Disability Act 2001](#); [Equality Act 2010](#); [Children and Families Act 2014](#); [Ofsted Equality Objectives 2020-22](#); School also follows the guidance of the document: [Keeping Children Safe in Education September 2022](#)

Complaints

The school has a detailed complaints procedure set out in the [Complaints Policy](#) which is available on the school website or a printed copy can be requested from the school office.

Summary

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.

This policy should be read in conjunction with the school's policies for:

- [Accessibility](#)
- [Anti-bullying](#)
- [Behaviour and Reward](#)
- [Equalities Policy and Objective](#)
- [Looked After Children](#)
- [Physical Intervention](#)
- [Special Educational Needs and Disability \(SEND\)](#)
- [Safeguarding and Child Protection](#)
- [Supporting pupils at school with medical needs](#)