

Vernon Primary School



Inclusion Policy

The Inclusion policy has been written in conjunction with the Special Educational Needs and/or Disability, Equality and Accessibility policies and the SEN Information Report.

Guiding Principles

Our guiding principles ensure that we set suitable learning challenges, respond to pupils' diverse learning needs and aim to remove potential barriers to learning for individuals and groups of children.

Successful inclusion relies on absolute respect for the needs of the individual. It is about a child-centred education for life, providing the pupils with a sense of self worth and social inclusion. At its heart lies the provision of a secure learning environment in which a child can develop, grow, learn and progress.

At Vernon Primary School we are committed to offering an inclusive education to ensure the best possible progress for all children. Our school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect.

The whole school approach to this policy reflects the full participation and co-operation of all staff at Vernon Primary School. There is a continuum of needs and provision that can be met and made in a variety of ways, ensuring that children with special educational needs and/or disability will receive the greatest possible access to a broad and balanced education. Children will be educated alongside their peers as much as possible and where appropriate. In the cases where this is not always possible, bespoke, individualised planning will be in place to ensure that needs are being met in line with individual needs.

Inclusion

SEND Code of Practice 2015

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.”

At Vernon we aim to achieve the following:

- To give every child the experience of success in their learning experiences and to achieve as high a standard as possible;
- To plan teaching and learning for individuals to achieve ensuring that suitable adaptations are made in order to meet the needs of individual children.
- To create an effective learning environment where children are motivated to learn;
- To ensure that the contributions of all children are valued, so that all pupils feel secure in contributing;
- To help pupils to learn to take responsibility for their own actions, encouraging and supporting self belief that will enable children to challenge bullying and harassment in a positive and assertive way (please also see Anti Bullying Policy);
- To help pupils to view positively differences in others;

- To positively promote the building of emotional resilience in pupils, ensuring the vital role of supporting emotional wellbeing across the key stages.

Our Teaching Strategies include the following:

- Using teaching approaches appropriate to different learning styles and needs;
- Using a range of organisational approaches such as: grouping, peer tutoring and individual work to ensure that learning needs are catered for;
- Varying subject content and presentation so that this matches all children’s learning needs;
- Planning work that builds upon their interests and cultural experiences;
- Planning appropriately challenging work;
- Using learning materials across the key stages that provide positive images of differences;
- Monitoring the pace of work to maintain interest, and to enable children to learn effectively and achieve success;
- A commitment to the promotion of positive phrasing when communicating with children, in line with our behaviour policy;
- Researching and sharing strategies that encourage the promotion of healthy emotional intelligence in children across the key stages.

Special Educational Needs and/or Disability (SEND)

SEND Code of Practice 2015

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

At Vernon Primary School we are committed to providing an inclusive education for all.

We understand that pupils with learning difficulties and/or special educational needs may have a greater difficulty than their peers in acquiring basic skills in accessing the curriculum and related learning experiences. We aim to ensure that the contribution of all children is valued, that they may flourish, developing a strong sense of self-identity, independence and personal progression.

In light of this, we are committed to ensuring that suitable adaptations are made to enable all pupils to access meaningful learning experiences. Measures are taken to aim for all pupils whatever their need. Adaptations are planned for to ensure that accessibility is appropriate and in line with the health and safety needs of individual pupils.

Pastoral Support

The Pastoral Manager plays a key role in supporting inclusion for all children. The Pastoral Manager works closely with senior leaders and teachers with a particular focus on emotional wellbeing.

The Pastoral Manager is responsible for writing Emotional Health plans for individual pupils (some of those pupils have already been identified with SEND/additional needs), where necessary, alongside parents/carers. The personalised

targets are then reviewed on a regular basis alongside the parents/carers and pupil. This is in line with the Emotionally Healthy Schools Agenda in Cheshire East.

Co-ordinating Inclusion

Our Headteacher, Deputy Headteacher and SENDCo, Deputy SENCo, Assistant Headteachers, Pastoral Manager, Senior Leadership Team and Governors are responsible for co-ordinating inclusion.

The role of this team is:

- To monitor the Inclusion Policy alongside the named policies (above) and report annually to the Governing Body on its effectiveness, also to monitor and assess inclusive provision;
- To identify barriers to learning, providing effective support for staff, offering appropriate learning / behavioural strategies;
- To monitor the emotional impact of Safeguarding concerns (where appropriate to do so), for those children where social services have been involved with family life;
- To share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- To monitor pupil progress with effective provision mapping; liaise with parents; purchase appropriate resources to aid learning for all children;
- Where appropriate, to co-ordinate external agency support for children with additional needs encouraging parental support;
- To co-ordinate transition communication with the various High School SENDCo's for the emotional and educational transition needs of all year 6 children;
- To co-ordinate transition communication with the various managers of Pre-School Settings for the emotional and educational transition needs of all Foundation Stage children.
- To work closely with teachers and teaching staff in relation to individual plans (SEND/Wellbeing plans) of children.

All teachers are responsible for meeting the needs of all the pupils in their class.

Teaching Assistants Role within Inclusion

Support staff play an essential role in working with teachers to create a successfully inclusive environment. They help provide tailored support, which enables pupils' access to the wider curriculum, both in and outside of the classroom.

At Vernon we encourage Teaching Assistants to share their expertise as well as being able to work as an effective team member, as we believe they provide a vital role. Teaching Assistants are respected for their professional contribution; their monitoring and evaluating of children's needs; as well as their professional feedback to members of staff where escalating concerns have been identified that may be impacting on a child's emotional wellbeing.

Parental Partnership

It is important that parents and carers of Vernon Primary School understand the commitment to inclusion we offer and are made aware of the importance of inclusive practice for all children from any community. At Vernon, we value effective communication between parents/carers and school, working together to ensure that best possible inclusive experiences and outcomes for their child/children.

Governors

At Vernon Primary School we continually strive towards creating an inclusive environment where everyone can reach their full potential and flourish; adults as well as children. All members of staff are valued within their differing roles, and we work together in order that all children feel accepted and valued within our immediate community as well as the wider world. Governors are fully committed to the school's Inclusion Policy and are supported in receiving up-to-date training and up-to-date information.

Policy Date: May 2024

Review Date: May 2026

Ratified by Governors: May 2024