



Westfield School

INCLUSION POLICY

Date: December 2017

Review Date: December 2021

Compliance:

This policy in compliance with Statutory Instrument:

- Special Educational Needs (Information) Regulations (Clause 65)
- Special Educational Needs and Disability Code of Practice (2014)
- DfES Sept 2014
- Ofsted Section 5 Inspection April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2002
- PREVENT Agenda 2011

Introduction

At Westfield School we value the individuality of all of the pupils in our care. 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 helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Our school aims to be an inclusive school and is currently working towards the SEND Inclusion Award. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- young carers
- pupils with medical needs
- travellers
- asylum seekers
- 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
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing extensive extra-curricular opportunities to meet the needs of individuals or groups of children – where appropriate.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- 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?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning style

We 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 much 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 and plan appropriately.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use additional materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Staff are familiar with and have undertaken training in the equal opportunities legislation covering race, gender and disability.

Staff ensure that all children:

- feel safe and secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- participate fully, regardless of disabilities or medical needs

Children with special educational needs and disabilities

We are committed to meeting the needs of all children, including those with special educational needs or a disability. The school fully complies with the requirements laid out in the Equality Act (2010) and SEND Code of Practice (2014).

The school is committed to providing an environment that allows pupils full access to all areas of learning. Classroom entrances are wide enough for wheelchair access, and the school has a lift to access the second floor if necessary.

Teachers modify their planning to ensure that the work undertaken by pupils:

- 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 pupils 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
- uses assessment techniques that reflect their individual needs and abilities

Safeguarding Children

Westfield recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children. We recognise that some children may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school endeavours to support pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Westfield we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable as a consequence of it.

Race and Inclusion

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 body and the local authority by the Headteacher. The school contacts parents of those pupils involved in racist incidents.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Success criteria:

This policy will be successful when:

- Monitoring demonstrates that needs of pupils are provided for and appropriate progress is made

- Monitoring indicates that support and intervention is successful
- Monitoring demonstrates that pupils at particular risk (SEND, ethnic minority pupils, travelers, young carers and those eligible for pupil premium) are well supported. Tracking of pupils informs appropriate planning and intervention
- Agencies work effectively together to support pupils

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in four years, or earlier if necessary.

Other relevant policies and reports:

SEND Policy

Behaviour policy

Teaching & learning policy

Equal Opportunities policy

SEND Information report

SEND Local Offer

Accessibility Plan