

Inclusion Policy

Equality statement;

“ we are committed to be role models and promote equality and diversity within our school, giving guidance within all aspects of life “

Our provision commits to under the statutory guidance:

The Equality Act 2010 outlines the nine protected characteristics and the public sector duty that schools need to adhere to.

We adhere to have the following:

Equality, Diversity, and Inclusion (EDI) policy,

A. Inclusion Policy 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 child feeling safe, confident and happy within the provision. Successful inclusion should see every child making the best progress of which they are able and enjoying their time within the provision - be that in sessions, during their play or lunchtimes.

Successful inclusion should promote every child’s belief in themselves as a learner and valued member of our community.

B. Meeting Diverse Needs

Within our school we recognise that in order to achieve, 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 child’s 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 child with their parents or carers and then seeking to work together with them, for the good of the child.

- 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 child.

C. Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

D. Promoting and Supporting Inclusion

1. Head Teacher, Senior Leaders and the LA.
- b) We aim to promote Inclusion throughout all of our policies, systems and practices.

2. Personalising the Curriculum

- a) School Leaders at all levels, Head teacher and Deputy, 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.
- b) The provision currently uses the National Curriculum (2014), Foundation Stage Profile, Local Authority Religious Education Scheme of Work, to support the staff, at all levels, in planning the formal curriculum.

- c) The provision has a long term Curriculum Map which is used by year teams and individuals to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs.
- d) Staff also ensure that the principles of Inclusion are applied to all activities which pupils engage in at the provision or on Educational Visits.
- e) All members of the provisions Community are expected and encouraged to adopt behaviours which support the provisions Inclusive ethos within both the explicit and hidden curriculum.

3. Special Educational Needs Co-ordinator (SENCo)

The provision has a SENCo who takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies.

The SENDCo monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school. The SENDCo is also a designated person for child protection.

4. HLTA

- a) All children will interact and spend the majority of their time being taught alongside their peers within the setting. HLTA take the lead role in managing and creating the safe environment.
- b) HLTA have overall responsibility for the planning and delivery of sessions to the children. HLTA seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the HLTA by means of a provisions Support Plan. Parents are informed by their child's HLTA of any additional or different provision being made for their child.
- c) HLTA take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class.
- d) HLTA have a pivotal role to play in achieving positive and supportive relationships with and between pupils. HLTA are central to successful liaison with parents and colleagues.

5. Teaching Assistants

- a) Teaching Assistants (T/As) work with individual or groups of pupils during lessons to support pupils' learning and promote their well-being. The work of a T/A is directed by the teacher during lessons.
- 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 literacy co-ordinator or SENDCo

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) In order to best utilise their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Phase Leaders.

Learning Mentor

- The provisions Learning Mentor has a key role in promoting and supporting inclusive practice at the provision.
- The SC undertakes a variety of tasks which include:
- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
- Helping to devise ways of best supporting the pupils he works with.
- Observing the well-being of pupils within social settings and spending time within classes or in conference working with individual pupils.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- The learning mentor advises other support staff on the running of groups aimed at developing pupils' social skills.
- Taking a supporting role in working alongside external family support agencies.

E. Special Educational Needs or Disabilities (SEND)

1. What are special educational needs (SEN)?

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 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 or mainstream post-16 institutions.
- b) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- c) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

2. What is a disability?

'A person (P) has a disability if -

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

3. Identification of Special Educational Needs or Disabilities.

1. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Rosetta.
2. When a concern is evident the class teacher will liaise with the IM and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
3. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
4. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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Ensuring Equality Objectives that are reported on annually and updated every three years;

Relationships, Sex and Education policy, with specific reference to PSHE delivery and the teaching related to LGBTQ+AI communities; and Completed Equality Impact Assessment on their policies.

1. Encourage equality, diversity and inclusion within the educational setting as this is good practice.
2. Create an environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where

individual differences and the contributions of all staff and pupils are recognised and valued.

We commit to training all staff about their rights and responsibilities under the equality, diversity and inclusion policy.

Responsibilities include staff conducting themselves to help provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination.