



*'We can and we will'*

## GLEBE PRIMARY SCHOOL

### Inclusion Policy

#### **Mission Statement:**

At Glebe School, we believe in an ethos that values each child and their individuality. We strive to enable all children to achieve their full potential academically, socially and emotionally.

#### **Introduction:**

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, disability, special educational needs or background.

We actively promote the children's Cultural Capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life and reach their potential). We will introduce them to strong role models who will impart their knowledge and experiences to help the children strive for achievement and become a responsible local and global citizen.

At Glebe we know that confidence, knowledge and skills will help all of our children to become compassionate and inquisitive individuals. We want all of our children to take their place in society as active citizens who are economically independent and exemplify the British Values of equality, mutual respect, democracy, individual liberty and rule of law.

Linked closely with this policy are the Equality Objectives, which promotes the equality of the disabled members of our school community and are reviewed every 3 years and the school's Accessibility Plan.

#### **Legislation and Guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf), Every Child Matters

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf) and the following legislation:

- [Part 3 of the Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/part/3), <https://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for pupils with SEN and disabilities

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- [The Special Educational Needs and Disability Regulations 2014,   
https://www.legislation.gov.uk/ukxi/2014/1530/contents/made](https://www.legislation.gov.uk/ukxi/2014/1530/contents/made) which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Needs Co-ordinators (SENCOs) and the SEN information report.

What is Glebe School's definition of Inclusion?

Inclusion is fundamentally an issue of Equality of Opportunity for all. The aim is to ensure that all children and young people fulfil their potential as citizens within their local community. It is the process of enabling all children and young people to be educated in an inclusive learning community. To achieve this, we need to develop flexible systems of learning, teaching and resourcing that remove barriers to full participation. Through valuing diversity and meeting a wide range of needs, the achievements of all children and young people will be enhanced.

Aims and Objectives:

Our school aims to be a safe and inclusive school. This means that equality of opportunity must be 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;
- Transgender pupils;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Child Looked After (CLA);
- Any children who are at risk of disaffection or exclusion;
- Young carers;
- Children with disabilities or medical needs.

### **Promoting the nine Protected Characteristics.**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation

### 9. Pregnancy and maternity

#### **Under the Equality Act you are protected from discrimination:**

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or **education** (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local tennis club)
- When you have contact with public bodies like your local council or government departments.

The Foundation Stage Curriculum and the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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, recognising these groups may be fluid and responding accordingly;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children e.g. occupational therapy and speech and language therapy.

#### **We achieve educational inclusion by continually reviewing what we do, through consideration of questions such as:**

- 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?
- Are our staff trained effectively with up to date knowledge?

We gather data termly, using the school's system of formal and informal assessment, to review our children's progress against this criteria at pupil progress meetings.

#### **Teaching and Learning Styles:**

(See also our school policies on Special Educational Needs, Equal Opportunities, More Able and Special Resourced Provision for hearing impaired children).

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. For some children, we use the programmes of study from an earlier year/key stage (pre key stage pathway). This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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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. Further investigation is sometimes needed to fully understand barriers to an individual's learning.

Glebe teachers provide quality first teaching to ensure all pupils make progress.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences 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.

### **Children with Disabilities:**

Some children in our school have disabilities and consequently need additional resources. All reasonable steps are taken to ensure these children are not placed at a disadvantage compared with non-disabled children. Glebe is committed to providing an environment that allows disabled children full access to all areas of learning. Our doors are wide enough to allow walking frame or wheel chair access and we have a lift to access the upper floor.

At Glebe, we have a Special Resourced Provision (SRP) for hearing impaired children. The school is committed to providing an environment, which allows these children full access to all areas of learning, whilst accessing a mainstream classroom.

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 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 alongside their peers;
- Includes approaches that allow hearing impaired children to learn about sound in science and music, and visually impaired children to learn about light in science, and use visual resources and images both in art and design and in design technology;

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- Uses assessment techniques that reflect their individual needs and abilities.

### **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. The school makes every effort to meet the learning needs of all its children without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would 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.

### **Inclusion Team:**

Our school SENDCo (Mrs Connolly) is responsible for Inclusion. Every member of staff at Glebe is actively involved in ensuring our Inclusion policy is upheld and followed. We work together as a team to ensure that every child is fully included and feels included in our Glebe school family.

#### Monitoring:

SEN LSAs who support a child in class use a numbered support scale and sometimes write some short notes to inform the class teacher/SENCO how a child accessed an activity, this is then used to inform future planning and are monitored by the teacher. These observations also contribute to targets set in the pupils' SEN Support Plans (SSP), which are written for each pupil in accordance with the Code of Practice. SSPs are written and reviewed termly.

### Young Carers

#### Definition:

A Young Carer is a student, under 18 years of age, who helps to look after a family member who may be disabled; may have a long-term physical illness, may be diagnosed with a mental health disorder or has a substance misuse problem. Caring can involve physical or emotional care, or taking responsibility for someone's safety or wellbeing. The level of responsibility assumed by a Young Carer is often disproportionate to their age and at a level beyond simply 'helping out' with jobs at home, which is a normal part of growing up.

#### Identifying a Young Carer:

In most cases, we know that we will be informed by the parent/ carer of home situations, which may have an impact on the child. However, we recognise that this may not always happen.

Some Young Carers' worry about bullying or interference in their family life and may seek to conceal their role from their peers and from teachers. Some of the warning signs that might indicate that a pupil has unrecognised responsibilities are:

- Regular lateness or unauthorised absence, possibly increasing;
- Tiredness in school;
- Erratic response to homework with incomplete, late or non-compliance to set tasks;
- Lack of concentration, anxiety or worry;

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- Under-achievement;
- Behavioural problems, especially inappropriate responses possibly resulting from anger or frustration;
- Few or no peer friendships but possibly with a good relationship with adults and presenting as very mature for their age;
- Victim of bullying, perhaps linked to a family member's disability or state of health, e.g. substance misuse problem or due to Young Carer not being perceived by peers as not dressing in the latest fashion;
- Lack of interest in extra-curricular activities, especially after school;
- Apparent parental disinterest due to non-attendance at parent's meetings.

The above may also be indicators of a range of problems, some not associated with a child having a caring role at home. However, in dealing with any child exhibiting any of the above signs, staff should consider asking the parent/ carer if there has been any change to the family's situation. Staff should also discuss their related concerns with a member of the Safeguarding team and especially with The Pastoral Support Worker who is also the member of staff with responsibility for Young Carers (the Young Carers' Coordinator).

It is preferable, however, to start from positive foundations. Therefore, our enrolment process will seek sensitively to establish if:

- The child has additional support needs, which may include having parents/relatives with disabilities or long-term physical or mental health problems;
- The child has a responsibility for looking after that person over and beyond normal, interpersonal relationships within a caring family setting
- The family is in contact with a support service that could help reduce their reliance on the pupil.

Information gained as a result of this process will be held securely and made available in the first instance to the Young Carers Coordinator.

While we will respect the right to privacy, we would wish to establish if the family is in contact with a support service that could help reduce their reliance on the child or young person. We will only share information about young carers and their families with people who need to know in order to be able to help. Before sharing information with anyone else, we will seek consent from a parent.

### **Caring Tasks:**

Young Carers may have whole or shared responsibility for looking after a sibling, parent, grandparent or other relative. In some instances, a Young Carer may care for more than one family member and/or may have a disability themselves. A Young Carer will take on additional responsibilities to those appropriate to their age and development.

The caring tasks that a Young Carer has to deal with can range from:

- Nursing care - giving medication, injections, changing dressings, assisting with mobility etc.
- Personal intimate care - washing, dressing, feeding and helping with toilet requirements.
- Emotional care - being compliant, monitoring the emotional state of the person cared for, listening, being a shoulder to cry on, supporting a parent through depression and trying to cheer them up.
- Domestic care - doing a substantial amount of housework, cooking, shopping, cleaning, laundry etc.
- Financial care - running the household, bill paying, benefit collection etc.
- Child care - taking responsibility for younger siblings in addition to their other caring responsibilities.

### **School Support for Identified Young Carers':**

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Glebe Primary School acknowledges that Young Carers may need extra support to ensure they have equal access to education. Through this policy, we want to give the message that Young Carers' education is important. Our Young Carer Lead is Mrs Sheldon and she will be the main contact for the Young Carers in the school. The Young Carers' Lead will meet with the Young Carers on a regular basis and will liaise with relevant colleagues and agencies.

We will:

- Provide Young Carers with opportunities to speak to someone in private and will not discuss their situation in front of their peers.
- Appreciate that Young Carers will not discuss their family situation unless they feel comfortable. The young person's caring role will be acknowledged and respected.
- Treat Young Carers in a sensitive and child-centred way, upholding confidentiality.
- Ensure Young Carers can access all available support services in school.
- Follow child protection procedures regarding any Young Carer at risk of significant harm due to inappropriate levels of caring.
- Promote discussion and learning in all areas of the curriculum to facilitate fuller understanding, acceptance of and respect for, the issues surrounding illness, disability and caring.
- Provide staff access to information and training to enable them to recognise indications that a child has a caring responsibility.
- Liaise with support services to ensure that families can be advised where additional help may be available to them.
- Provide advice about how children can get into school where transport is a problem.

In addition, we will recognise that flexibility may be needed when responding to the needs of Young Carers. Available provision includes (but is not limited to):

- Negotiable deadlines for homework/coursework (when needed).
- Access to a telephone during breaks and lunchtime, to telephone home.
- Access to homework clubs (where these are available).
- Arrangements for schoolwork to be sent home (when there is a genuine crisis). Any approved absence for a Young Carer will be time limited. (DfES 2006).
- Access for parents with impaired mobility.
- Alternative communication options for parents who are sensory impaired or housebound.
- Advice to parents if there are difficulties in transporting a Young Carer to school.
- If a parent is unable to travel to parents' meetings due to family circumstances, school staff will try to make alternative arrangements. The young carer or parent may request this.
- Access to The Young Carers' Trust
- Young Carers' support sessions
- Home visits in approved absences.

### **Most Able Pupils**

#### **Definition:**

The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

'Most able' learners are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

They can be identified in any year and amount to 7-10% of the school population, although we do not attempt to manipulate individual cohorts to ensure that this is so. Provision will be made for

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these children within the normal class teaching but sometimes we will provide enrichment or extension activities to promote their skills and talents still further including competitions and visits.

### Aims

Our aims are to:

- Provide a high-quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities, which provide enrichment in different areas of the curriculum.

### Identification of Most Able Children or Previous High Attainers:

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

In the EYFS, the curriculum change means that children are only assessed as being either 'at the expected level' or 'below the expected level'. However, information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can still identify children who are likely to be most able.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

Throughout all key stages, class teachers use prior attainment and current performance to identify children the children who were previous 'high attainers' and those who now might be most able. They use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The children undertake national tests in Year 1, Year 4 and Year 6. Teachers also make regular assessments of each child's progress in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets. Each year, the children's data is compared to the year before to ensure a steady progression and that no child's progress recedes.

### Disadvantaged Most Able Pupils

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, the Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

### Provision

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning. In every lesson and subject, teachers differentiate the work to ensure that all pupils, including those who are more able, are appropriately challenged.

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We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

### **Summary:**

In our school, the teaching and learning, achievements, attitudes, well-being and safety of every child are vitally 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 and the well-being of all pupils.

Each class teacher maintains a class inclusion folder, which is updated regularly.

This policy will be reviewed on a regular basis as part of our rolling programme of policy review, or more frequently if guidance/legislation changes.

Reviewed: November 2024

To be Reviewed: November 2026