



CAVERSHAM PARK PRIMARY SCHOOL

Inclusion Policy

Introduction

At Caversham Park Primary School, we are committed to giving all our children every opportunity to succeed and to feel valued members of our school community. This policy helps to ensure that this happens for all the children in our school – regardless of their need, age, gender, gender identity, ethnicity, religion, vulnerability, attainment or background. We offer a range of provision to support children's needs.

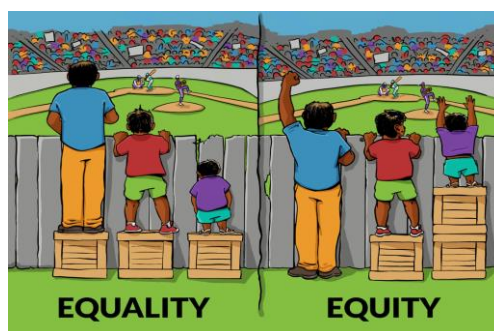
Aims and Objectives

The aims of our inclusion policy and practice in this school are:

- To support the 2010 Equalities Act to protect the rights of individuals and advance equality of opportunity for all.
- to provide curriculum access for all;
- to secure high levels of achievement for all;
- to meet individual needs through a wide range of provision;
- to attain high levels of satisfaction and participation from pupils, parent and carers;
- to carefully map provision for pupils to ensure that staffing, resource allocation and choice of intervention is leading to positive learning outcomes;
- to encourage continuing professional development to ensure a high level of staff expertise to meet pupil need;
- to work in cooperative partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils;
- to “promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Equality and Equity

At Caversham Park Primary School, we believe that promoting equality of opportunity does not mean that all children should be treated the same: rather we believe that children should receive what they need in order to achieve success (equity).



Teaching and Learning

Caversham Park Primary School is an inclusive school. Equality of opportunity is provided by responding to children's diverse learning needs.

We ensure that children:

- have access to a challenging curriculum, which is broad, balanced, relevant and differentiated;
- are set suitable learning challenges that enable them to succeed;
- feel secure and know that their contributions are valued and listened to;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely and confidently in clothing that is appropriate to their religious beliefs and gender identity;
- are taught in groupings that allow them all to experience success;
- are provided with appropriate resources and equipment, and use materials that reflect a range of social, cultural and diverse family backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- are encouraged to participate fully, regardless of disabilities or medical needs;
- have access to safe and inclusive facilities, regardless of gender, gender identity, medical and behavioural needs or religious beliefs: such as toileting and changing facilities.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their school career may experience difficulties which affect their learning and we recognise that these may be short or long term. At Caversham Park Primary School, we monitor the progress of all pupils to identify needs as they arise and provide support, teaching and learning opportunities which enable every child to achieve their full potential.

We aim to ensure that children with special educational needs and disabilities (SEND), children with English as an additional language (EAL) and more able, ~~gifted~~ and talented children are given equal access to identification. We also recognise that there is a difference between the child who is underachieving and the child who has Special Educational Needs.

Special Educational Needs and Disability (SEND)

We accept the definitions laid out in the SEND code of practice (2014). '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.' (Child and Families Act 2014 s20)

To achieve inclusion for SEND pupils we:

- Identify pupils needs within the 4 broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties; Sensory and/or physical needs
- Follow a 'graduated response' of assess, plan, do and review to identify and remove barriers to learning in order to put effective special education provision in place. We put in place planned interventions (universal, targeted and specialist support). This is recorded in Provision Plans
- Utilise outside Agencies to help us achieve inclusive practice and meet specific needs.

More Able and Talented Pupils

The inclusion of our more able and talented pupils will be achieved by:

- identifying pupils who are achieving or who have the potential to achieve significantly in advance of the average for their year group in our school
- keeping a register of identified more able and talented pupils for the purposes of monitoring, staff information and curriculum opportunities
- ensuring provision is made to meet the needs of pupils identified as more able or talented

Please see a copy of our *More Able and Talented Policy* for more details.

English as an Additional Language

To support inclusion for pupils with English as an additional language:

- Their diverse needs are assessed and then considered, so that we can provide the support necessary to enable successful learning of the English language.
- Planning will take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Teachers recognise that a pupil's level of ability to take part in the National Curriculum may exceed the level of their communication skills in English. Teachers will plan learning opportunities to assist pupils to develop their spoken and written English. We will aim to provide the support needed to ensure access to all areas of the curriculum in both English and when appropriate and possible, in their own language.
- Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

Partnership with Parents / Carers

At Caversham Park Primary School, we value and encourage the partnership between home and school.

- We have an open-door policy where parents/carers are welcome anytime to make an appointment to meet with either the headteacher, a class teacher, or the SENDCo or the ELSA to discuss a pupil's needs and progress.
- Parents/carers are invited to attend open mornings, stay and play sessions in the Reception class, and formal parent consultations twice yearly.
- An annual written report will detail pupil's progress in all areas.
- Provision Plans for those identified as having additional needs are produced by class teachers in consultation with parents/carers and pupils.

Staff

Every member of staff has a valued contribution to make to the life of the school. The SENDCo works closely with the all staff, children and parents/carers to identify and overcome possible barriers to learning.

It is recognised that the professional development of all staff enriches the resources of the school as a whole and this development is supported wherever possible.

Members of staff are aware of the dangers of allowing stereotypes to influence their expectations of pupils and therefore ensure that all pupils are offered equal opportunities.

Inclusive Practice

At Caversham Park Primary School, the teaching and learning, achievements, attitudes and wellbeing 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.

At Caversham Park Primary School, as we also respect and value the identities, needs and beliefs of all we are sensitive and respectful of the language that we use when addressing and referring to individuals or groups of people.

We achieve educational inclusion by continually reviewing our practice

Other policies which cover aspects of Inclusion within the school include the Supporting Pupils with Medical Conditions Policy, Equality Policy, SEND Policy and the More Able and Talented Policy.

Policy Date	Review Date
June 2022	June 2025