

Inclusion Policy



Our Vision:

At Hallaton Primary School we aim to provide a happy, inspiring and secure community for every child so they feel included and have a strong sense of belonging. We want all our children to have the same learning experience and chance to reach their highest potential, both emotionally and physically. We want them to leave us feeling confident and prepared to be successful in our diverse world. Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Hallaton strongly values the partnership between home, school and community.

In addition, our principal aims are to:

- Instil in our pupils the ability to be reflective learners and take ownership of their learning;
- Ensure children have the confidence to take risks and be remarkable;
- Provide children with a positive self-image;
- Develop a sense of personal responsibility and encourage high standards of behaviour;
- Help children learn to celebrate their achievements, recognise individual success and develop resilience;
- Celebrate and be respectful of diversity and know our rights.

Our Aim:

Staff are committed to:

- Providing a broad and balanced curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- Creating a safe, caring environment where everyone feels they belong, are happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our differences.

We are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs are entitled to a broad and balanced academic and social curriculum, which is accessible to them so that they are fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners. We have a shared responsibility for a range of vulnerable learners. Any child who is 'different' from others in the peer group, is potentially vulnerable in terms of not being included – a different skin tone, accent, physical appearance, family background – can set them apart. There are a number of groups who may be particularly at risk:

Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance;

- Minority ethnic and faith groups;
- Travellers and gypsies;
- Pupils who need support learning English as an additional language (EAL);
- Pupils with special educational needs;
- More Able Learners;
- Asylum seekers and refugees;
- Children who are looked after;
- Children with specific health needs;
- Victims of abuse and domestic violence;
- Children with specific disabilities;
- Children with medical conditions;
- Young carers;
- Children from families who are vulnerable and are eligible for pupil premium.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment.

This policy will be implemented in conjunction with the following other school policies:

- Equality Policy
- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Pupil Premium Policy
- Safeguarding Policy
- SEND Policy

Roles and Responsibilities

The governing board will ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision and inclusion policy on a termly basis. The headteacher will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing board. Staff will regularly evaluate pupils' progress and liaise with the headteacher and SENDCO. Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

The Equality Act

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014), 'The Equality Act 2010 and Schools'

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age;
- Disability;
- Race, colour, nationality or ethnicity;
- Sex;
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation;
- Marriage and civil partnership.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

Please see our Equality Policy for further information.

Pupils in Need

Pupils in the following groups are named on various registers at Hallaton Primary School, which are regularly reviewed:

- Pupils with Special Educational Needs (SEN register)
- Pupils learning English as an additional language (EAL)
- Child Protection (CP register)
- Pupils in receipt of Free School Meals + Pupil Premium (Pupil Premium register)

At Hallaton Primary School, we promote social inclusion by supporting children in the following ways:

- Learning Support Plans and termly target review meetings
- Liaison with external Family Support agencies e.g. Headstart, H.A.B., CAHMS
- Attendance meetings
- EAL support with ELSA trained staff
- Monthly SEND meetings with school sendco
- Parent workshops

Planning, Teaching and Assessment

At Hallaton Primary School we follow the National Curriculum. Staff have an 'Inclusive Classroom' (see appendix 1) so that their quality first teaching aims to ensure every child achieves the same end

point. This is achieved through adapting or differentiating their lessons according to the children's needs. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve. Supports within school are available to all, free of judgement, and focused on facilitating access rather than correcting deficits. The ultimate goal is for the school to become a non-stigmatising, safe environment for all.

Teachers will ensure that their support staff have access to relevant planning so that they can support pupils appropriately.

Teaching staff take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments with supporting toolkits and manipulatives available to all e.g. word banks
- Securing pupil motivation and concentration through positive rewards of dojos
- Providing equality of opportunity through planning varied teaching and learning styles
- Giving regular feedback and setting appropriate targets
- Providing extra support for pupils who need help with communication, language and literacy
- Scaffolding and modelling a task
- Peer support and reflection time
- Helping individuals to manage their emotions using Zones of Regulation check ins
- Using appropriate assessment approaches

Rather than implementing "additional" support for certain children, we intend to have an inclusive classroom which means all can reach the end point through supports being available to everyone as standard. This does not mean that specialised support for pupils will never be necessary or appropriate, sometimes it may be necessary to differentiate depending on the child's needs.

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil. We aim to ensure equal opportunities for all pupils with SEND. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through adaptations of tasks and materials. A smaller number of pupils may need differentiation and access to specialist equipment and approaches or to alternative or differentiated activities, consistent with school-based intervention, augmented by advice and support from external specialists or, in exceptional circumstances, with a statement of special educational need or Education, Health and Care Plan (EHCP).

Attendance

We do not have public rewards and punishments around attendance. Instead, we work with pupils and families who are having difficulty with attending school to try and support them.

Arrival and departure

We offer flexibility about when and how pupils arrive and depart school. Neurodivergent pupils in particular may face heightened challenges around the number of tasks, transitions and time pressures required to get to school and therefore we work with families to improve them with a calm, smooth entrance and exit into school.

Uniforms

We have reduced barriers and sensory distress around school uniforms by making our Uniform Policy more flexible and working in collaboration with parents. For example, on PE days children come into school wearing PE kits.

The Headteacher will review this policy annually alongside the governing board, to ensure that all relevant policies and practices are up-to-date and compliant with the statutory requirements. Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy. All staff will be notified if there are changes to this policy.

At Hallaton Primary School the teaching and learning, achievement, attitudes and well-being of every child matters to us. It is important to us that we value each child as a unique individual. We strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Reviewed March 2025

By:

Headteacher – Mrs Claire Stevens

Chair of Governors – Mrs A Rutherford

Appendix 1

A Hallaton Inclusive Classroom will have:

- Visual timetable
- Accessible Maths Toolkit
- Accessible Writing Toolkit (e.g. wordbanks and dictionaries)
- Key words up in classrooms
- Resources labelled
- Positioning of children to enable effective collaboration and able to focus and listen to instructions
- Regular use of talk partners
- Legible resources – Twinkl or Comic Sans font for school created resources. (Minimum Font size 11)
- Colour overlays available
- Sound buttons to make recordings and tablets to record
- Whiteboards accessible and on table for maths and English
- Focus Tools Box
- Class Social Stories
- Zones of Regulation check in and strategies
- Headphones available
- Wobble cushions and chair wobbles
- Standing tables
- Bean bags
- Flexibility about school uniform
- Daily retrieval practice