



INCLUSION POLICY

Name of School:	Rossett Acre Primary School
Member of staff responsible:	Kate Woodcock
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1. Our View on Inclusion

Inclusive Education

‘Every child has the right to quality education and learning. Inclusive education allows children of all backgrounds to learn and grow side by side, to the benefit of all.’

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Our vision is *‘Excellence and Happiness For All’* and at Rossett Acre, children are at the very heart of everything we do. At Rossett Acre we have a culture of inclusion and diversity in which all those connected to our school feel proud and able to participate fully in school life. Our welcoming and friendly environment is complemented by high quality teaching and learning experiences, enveloped within an inclusive and meaningful curriculum where each individual child’s achievements are valued and celebrated. Our Ethos is to respect every individual which is driven by the Rossett Acre 3Cs of Curiosity, Challenge and Community. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all. Our strong sense of community and

commitment to nurture enables children to grow and develop to be successful, resilient, lifelong learners, well-prepared for life now and in the future.

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We take into account children's varied life experiences and uniqueness, providing equal opportunities for all, whatever their age, disability, race, religion or belief, sex/gender identity or socio-economic background ensuring that every child really does matter.

Responsibilities

Inclusion at Rossett Acre is the responsibility of the whole school community, under the direction of the Headteacher, Inclusion Manager, Senior Leadership Team (SLT) and the Governing Body of the school.

- **The Headteacher** has the overall responsibility for the provision and progress of all learners. Responsibility for coordination of Inclusion and SEND provision is as follows:
- **Class teachers** provide high quality teaching within the classroom. They identify, plan for and provide interventions for children in their class, liaise with parents and the Inclusion Manager regularly, and implement the SEND policy.
- **The Inclusion Manager** supports, leads, and offers professional guidance to class teachers. All paperwork is maintained and updated so accurate records for the pupils are in place. Interventions are monitored and evaluated by the Inclusion Manager, and regular liaison with parents and external agencies is managed and co-ordinated by the Inclusion Manager.
- **The Governing Body** fulfils its statutory duty in accordance with the guidance set out in the SEND Code of Practice (2014) as part of the Children and Families Bill. The Governing Body also ensures it meets its statutory duty under the Equality Act (2010).
- **The SEN Governor** meets regularly with the Inclusion Manager and has access to information which allows them to successfully monitor and evaluate the effectiveness of the Inclusion and SEND policies.

2. Inclusion in Action – Meeting diverse needs

Rossett Acre is a fully inclusive school and we recognise that the scope of educational inclusion is broad. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity for our children to achieve their best academically, emotionally and socially, must be a reality for our children. We make this a reality through the attention that we pay to the variety and potentially vulnerable groups of children within our school:

- girls and boys
- disadvantaged pupils (Pupils Premium, Free School Meals and Ever6)

- children involved with Social Care, who are adopted or a Looked After Child (LAC)
- children whose family are in crisis or under great stress
- minority ethnic and faith groups
- children with English as an Additional Language (EAL)
- children with Special Educational Needs, Disabilities (SEND) or medical needs
- Lower Prior Attainers (LPA) or Higher Prior Attainers (HPA)
- children with poor attendance
- traveller children and families
- asylum seekers or refugees
- any child who is at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We meet these needs through:

- setting aspirational targets and learning challenges for all pupils based on their starting point
- having consistently high expectations of achievement for all
- responding to children's diverse learning needs through Quality First Teaching or evidence-based interventions
- accurately identifying and overcoming potential barriers to learning and success for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility
- enhancing the National Curriculum with carefully planned learning opportunities that specifically meet the needs of our children and the community we serve e.g. Financial Education, Careers Education, No Outsiders, Everyone Welcome & Living in the Wider World within PSHCEe and Forest Schools.
- providing other opportunities and enrichment experiences outside the National Curriculum to meet the needs of individuals or groups of children (such as extra-curricular activities or speech and language therapy)
- employing staff members to nurture and support the children's access to the curriculum e.g. our Learning Mentor, Nurture Team and Support Assistants.

Over and above that, we recognise and meet the diverse needs of our pupils by:

- Deploying resources effectively
- Monitoring the wellbeing of all our pupils and responding appropriately
- Effective tracking and monitoring of attainment and achievement of all pupils
- Ensuring that vulnerable children are carefully identified and appropriately supported
- Being mindful that English as an Additional Language (EAL) is not a Special Education Need and that differentiated provision and individual learning opportunities are required
- Liaising closely with other professionals
- Remembering that all teachers are teachers of pupils with a Special Educational Need. An identified need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to close the gap in attainment between vulnerable groups of learners and others.
- Having an awareness that money can be a sensitive and emotive topic. When delivering Financial Education, staff consider the socio-economic, cultural and religious backgrounds of pupils and other factors within the school community, thereby ensuring the diverse and inclusive delivery of Financial Education.

All staff are familiar with the equal opportunities legislation and protected characteristics. They strive to ensure all children:

- feel 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, without stereotyping
- 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.

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 a harmonious community and preparing pupils to live in a diverse society?

The data we gather regularly, using the school's system of Arbor and NTS assessments, helps us to review our children's progress against these criteria.

We also monitor children's access to extra-curricular activities e.g. sports clubs and track additional support through the use of Class Dedicated Support Maps. Extra-curricular provision is a valuable part of the ethos and life of the school that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of individual pupils or groups of pupils within school.

3. Children with Special Educational Needs

Rossett Acre Primary School values all children and their contributions to our community. As a mainstream primary school, we aim to provide the best level of support and encouragement for all pupils, including children with SEND. We look at what 'reasonable adjustments' can be made to our curriculum to support the evolving needs of our pupils and use our best endeavours to ensure that all children reach their potential.

For more information on how we actively promote aspirational outcomes and the inclusion of pupils with SEND, please see our SEND Information Report on the school website.

4. Looked after Children

Looked After Children (LAC) are one of the most vulnerable groups in society. The majority of LAC have suffered a disrupted childhood and experienced adverse events. It is nationally recognised that there is considerable educational under-achievement when compared to their peers. LAC often achieve poor exam success rates in comparison with the general population. Fewer Looked After Children progress to Higher Education or follow progression pathways that will lead to future economic success and well-being.

Upon entry to Rossett Acre Primary School, Looked after Children will be assigned a Designated Teacher, who will support the inclusion and progress of the child as set out in the following government guidance: [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/designated-teacher-for-looked-after-and-previously-looked-after-children)

For more information on how we actively promote aspirational outcomes and the inclusion of Looked After Children, please see our Designated Teacher and Looked After Children Policy.

5. English as an Additional Language (EAL)

According to the DfE, EAL is where a child was exposed to a language other than English during early development and continues to be exposed to this language in the home or the community. If a child was exposed to more than one language (which may include English) during early development, the language other than English should be recorded, irrespective of the child's proficiency in English.

Rossett Acre Primary School ensures that pupils with EAL continue to be recognised even when they appear to be fluent in English and EAL pupils are not necessarily considered to have a Special Educational Need.

Aim: Our main aim is for all EAL pupils to become confident in speaking, listening, reading, and writing, to enable them to access the full curriculum and communicate effectively with their peers and other adults.

Identification and assessment: Pupils who are EAL are identified upon starting school through parental information and initial observation and assessment. The following information may be drawn upon:

- Pupil's linguistic background and competency in other languages
- Pupil's previous educational experience
- Pupil's family background
- School based test results
- Teacher assessment
- Individual pupil targets
- Consultation with parents

Provision In our school, teachers endeavour to support pupils who are learning English as an additional language in various ways. We offer:

- differentiated work
- exposure to language in the whole class setting
- vocabulary work that covers the technical as well as everyday meaning of new words
- explanations of how speaking and writing in English are structured in different ways
- a range of engaging materials
- and effective opportunities for talking that is well scaffolded to support writing.

We always try to build on children's experiences of language at home and in the wider community. If appropriate, we will refer to the Minority Ethnic Achievement (MEA) team.

6. Academically More Able (AMA) Children

The term Academically More Able refers to children who achieve or have the potential to achieve significantly above average in one or more of the National Curriculum subjects.

Aim

We aim to:

- Identify academically more able children, using a variety of methods including assessment and nomination
- Provide a broad and balanced curriculum and enrichment opportunities to develop talents, creativity, curiosity and reasoning skills
- Foster a culture of learning and excellence to maximise achievement throughout school
- Uphold an ethos in which all individual and collective success and achievement is acknowledged
- Provide access to a suitably challenging and differentiated curriculum in which everyone can achieve
- Consider the wellbeing of the whole child by offering emotional, social and intellectual support
- Work in partnership with parents, other schools and the wider community, including outside agencies, to enhance learning opportunities
- Monitor and evaluate the procedures outlined in this policy.

Identification and assessment: Before identifying any child “more able” in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as “more able” is a judgement which applies to the current class and school context and refers to the current levels of performance only. This means that “at this time” this child is showing ability in a particular area. Identification at Rossett Acre does not necessarily mean that in another school or context the child would be identified.

Pupils who are AMA should be identified through a range of methods. The procedure will vary according to the subject area, but could include:

- Teacher observation, assessment and nomination
- Summative Assessment results
- Specialist teacher identification
- Parental nomination

- Peer / self-nominations
- Pupil's work / dialogue / questions
- Curriculum opportunities

Provision: Teachers have high expectations and plan carefully to meet the 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 by providing:

- A common activity that allows children to respond at their own level
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- The opportunity for children to progress through their work at their own rate of learning.

Throughout school, we set appropriate targets for English and Mathematics based on prior attainment and individual learning needs. Class teachers provide suitable differentiation to maximise inclusion and progression for all children, including those more able in a subject.

The generous range of extra-curricular activities on offer at Rossett Acre, provide breadth and depth of learning for our more able children, as well as the opportunity to apply their learning in new contexts. Opportunities include a range of sporting and musical clubs, specialist teaching opportunities, the opportunity to take part in activities run by the high schools and competitions in partnership with primary and secondary schools in a range of curriculum subjects.

7. Summary

At Rossett Acre Primary School, children are at the very heart of everything we do. Our vision of Excellence and Happiness for All is underpinned by our ethos of respecting every individual. We strive to ensure maximum inclusion for all our children, meeting their individual needs whilst promoting a collective sense of belonging to the school community.

8. Complaints

If there are any complaints relating to the inclusion of pupils at Rossett Acre Primary School, these will be dealt with in the first instance by the Inclusion Manager. The Headteacher will be involved if necessary and the SEN Governor may be involved. In the case of an unresolved complaint, the Governing Body, Trust or the local authority may become involved. Please see the school complaints procedure that is available on the school website.

