



## **Rufforth Primary School Inclusion Policy**

Inclusion involves creating inclusive cultures, inclusive policies and evolving inclusive practices. This policy sets out our general aims for inclusion in our school and how we see inclusion being achieved. We recognise that inclusion is about building supportive communities and fostering high achievement for all students.

### **Aims:**

At Rufforth Primary School we aim:

- To include all pupils in school life, who can present a broad spectrum of needs
- To continue to raise staff awareness of inclusion through ongoing staff development
- To maximise the learning potential of all pupils and raise educational attainment for all
- To promote the personal, social, moral and cultural development of all children
- To recognise and celebrate the progress and achievements that all members of the educational community make
- To develop inclusive practices throughout the educational community and so to promote equality of access and opportunity for all learners.
- To ensure that resources for SEND/EAL are closely matched to needs
- To work together with all partners in the education of the young person
- To respect and value the inherent quality of all children and adults.
- To recognise the needs of all children, as well as individuals.

We recognise that inclusion does not mean that all pupils are treated the same but we take account of learners' different needs and life experiences. We recognise that inclusion is not only the inclusion of children but all adults visiting and working in our school.

We are committed to enabling learners to realise their full potential and make the best contribution towards society.

### **Every child is important at Rufforth Primary School**

**We want our children to grow into well-developed, integrated citizens who are prepared for the future. We recognise that some pupils may have additional needs which could include-**

- Ethnic minority and faith groups.
- Asylum seekers, refugees.
- Pupils who need support with English as a second language (EAL)
- Pupils with special educational needs (including those with emotional, social and mental health difficulties).
- More able and talented pupils
- Looked After Children(CLA)
- Children under Child Protection Plans
- Children with medical needs
- Pupils at risk from disaffection and exclusion
- Children with attendance issues
- The different strengths/perceptions/aspirations of boys and girls.
- Children from traveller communities

**We aim to provide every child with a broad balanced and challenging curriculum; we promote the ethos of excellence and enjoyment. We promote high levels of achievement for all children and adults.**

- Pupils are offered a range of learning experiences and teachers are aware of different learning styles to address learner's needs.
- The core subjects are highly differentiated to ensure that appropriate expectations are made for pupils and that higher levels of achievement can be made for all pupils.
- Pupils with additional needs (SEND, PPG, More Able) have termly reviews completed by the class teacher and SLT. Each step of progress towards a goal is seen as an achievement and success is to be valued.
- Targets are set for pupils during these termly reviews and shared with parents during parents' evenings.
- Pupils' progress is carefully monitored and progress is used to inform future learning. If a child is in receipt of PPG funding or is on the SEN register, they will receive a termly Pupil Passport with these targets identified.
- Pupils' progress is assessed and this is used to inform future planning and school evaluation.

**We welcome through the admission process pupils whatever their additional need. Procedures are in place to ensure an ease of transition between pre-school and schools where possible.**

- All parents/carers are invited to discuss the children starting school through the school's admissions procedure.
- Pupils with special educational needs are visited by the Inclusion Leader in their pre-school/ school setting if felt appropriate by parents and pre-school/ school.
- When pupils leave the school mid year with additional needs the new school is contacted and any important information is shared.
- Inclusion Leader (Miss Elcock) and the Secondary schools meet prior to transition from Year 6 to Year 7 to discuss any children who may need additional support or provision.
- Additional meetings or telephone liaison may also occur between previous school settings prior and after transfer to our school.

**Training of staff is seen as important to ensuring inclusive practices.**

- Teachers and teaching assistants are trained in inclusion issues. This is an ongoing process as staff attend courses. All staff and governors are involved in drawing up priorities for the school development plan.
- All posts in the school are open to applications from people with a diversity of experiences and an inclusive attitude is encouraged in school. Staff are helped to settle into their new job and regular meetings take place between all staff to share difficulties, challenges and to seek solutions.
- Staff are encouraged to attend appropriate courses relevant to their training needs.
- Staff collaboration and team work throughout the school is encouraged through both formal and informal meetings.

### **We have clear codes of behaviour and take positive steps to prevent the exclusion of children.**

- We believe that our children should be polite, courteous and well behaved; they should show respect for the feelings and rights of both the children and adults that they come into contact with.
- All staff have a positive attitude encouraging positive behaviour.
- We recognise that some pupils may need small-step behaviour targets to work towards understanding the accepted codes of behaviour. Pupils are treated as individuals and behaviour is discussed with the staff involved with the child; individual behaviour targets are drawn up as necessary.
- Additional adult time may be given to individuals and groups of children to work on appropriate behaviour. We recognise the needs of specific groups of pupils identified on the autistic spectrum and those with ADHD/ ADD( Attention Deficit Hyperactive Disorder / Attention Deficit Disorder) and Mental Health issues.
- Advice is sought from the outside agencies when appropriate e.g. the Educational Psychologist, Behaviour Support/ Complex Social and Communication advisory service, Specialist Teaching Teams and the Emotional and Wellbeing Support Service.
- Teaching and non-teaching staff work with small/groups/individuals on a pastoral support programme for those children with SEMH (Social Emotional Mental Health Difficulties). e.g. social skills groups and anger management. These are sometimes delivered or directed by the Emotional and Wellbeing Support Service.

### **We aim to work with parents/carers in partnership.**

- We welcome parents who wish to make an appointment to see the Inclusion Leader, Class Teacher, Headteacher, as well as offering specific parents' meeting times throughout the year.
- Parents/carers receive written communication concerning their child's education as well as meeting with school staff. This will include a copy of their child's pupil passports (for children with SEN or in receipt of PPG funding) and their annual school reports.
- We are aware of the needs for all parents/carers to access information and for parents for whom English is a second language or parents/carers with additional needs.
- Further meetings to verbally explain pupil progress can be arranged as necessary. Wherever possible the school will endeavour to provide a translator.

### **We recognise the importance of the all round development of each child- intellectually, spiritually, emotionally, socially and physically.**

- We encourage a healthy lifestyle.
- Milk and Fruit is available in school for KS1 pupils each day. Healthy snack at break for KS2.
- Healthy eating school lunches
- Involvement of school nurse with parents and pupils
- Social self esteem groups operate in the school led by teaching assistants.
- Pupils are encouraged to be active at playtimes- outdoor equipment provided at lunchtime.
- Trained Playleaders support and mentor other children during playtimes and resolve incidents and issues through a restorative justice approach
- Pupils are given a wide range of assembly themes and opportunities to think and express ideas, including visits from local parish church and external people
- We offer a range of After School clubs

**We aim to include all children and adults in all activities of the school.**

- We encourage supportive friendships, promoting pupils' self worth and recognising and respecting individual differences, preferences and aspirations.
- Pupils are encouraged, both through general class activities and specific personal and social development work, to recognise the value of friends both within the immediate peer group and those of different ages.
- Pupils are encouraged to support each other rather than compete against each other. This is reflected within the whole-school behaviour reward system.
- Staff are encouraged to support each other, to talk formally and informally sharing success.

**We recognise that some groups of children may need additional adult support or materials to support their learning.**

eg.

- More Able pupils need their talents recognising and developing further
- Looked After Children (CLA) may need additional support and have Personal Education Plans in place which are reviewed twice a year.
- Children with Child Protection plans or an Early Help Family Support Plan in place may require additional pastoral and learning support.
- Pupils who have medical needs may require additional help with the curriculum.
- Pupils with special educational needs may need access to additional materials or adult support.
- Pupils with English as a second language (EAL) may require additional support and intervention.
- Pupils with speech and language difficulties may require additional intervention.
- Asylum seekers and refugees may require significant support to settle into a new culture and possibly language barriers will need to be overcome.

**We are a caring school community where we model respect and the value of others. The efforts and achievements of every child in our school will be celebrated whenever possible.**

- Positive approach in class to pupil's efforts and achievements.
- A wide range of areas of the curriculum and personal attitudes are selected to be rewarded such as great progress, positive learning behaviours, being helpful, polite, being cheerful etc.
- Headteacher and Star of the Week awards
- Publicly celebrating successes in our Celebration Assembly

**We work in partnership with our community. We see the education of all children at our school as a joint responsibility as we work in partnership with all parents and the community.**

- We celebrate children's achievements from outside school activities – pupils are encouraged to share their achievements in activities such as Beavers, sporting, musical achievements.
- Parents/carers/wider community are invited to school productions and events.
- People from the community are invited to talk to children in class/assembly to help enrich the children's understanding of the world around them.
- There are visits to local cultural and heritage sites

**We seek to find ways of overcoming problems caused by the physical environment.**

- The school is modified for children and adults with physical disabilities with ramps and one disabled toilet.
- The school has carpeting in the majority of classrooms and corridors to help reduce background noise for those who are hearing impaired.
- All classrooms are fitted with blinds to reduce direct sunlight entering the classrooms and impeding the children's vision.

The path to inclusion is an evolving process and the policy will be reviewed annually.

September 2018

Ratified:

..... Date .....  
K. Elcock (Inclusion Leader)

..... Date .....  
Chair of Pupil Achievement and Well Being Committee

..... Date .....  
Chair of Governors