



THE BRAMPTONS PRIMARY SCHOOL

Inclusion Policy

1.0 Introduction

- 1.1 At The Bramptons we endeavour to achieve maximum inclusion of all children, whilst meeting their individual needs. To achieve this Teachers provide differentiated learning opportunities and they adapt the curriculum to provide access for all children.
- 1.2 We also seek to ensure that all children with SEN make good or better progress with their learning from whatever starting point, using this as the main indicator of academic success. Please see our SEN Information Report for details of our SEN provision.
- 1.3 For children who are learning EAL we provide good language and communication models and individual learning opportunities and the necessary support.
- 1.4 Children with medical and emotional needs have them met while at school, and their needs should never be a barrier to them being able to participate fully in lessons, trips and school life.
- 1.5 Looked After Children have any additional needs met to ensure they achieve their maximum potential.
- 1.6 Children who are highly able and high performing are given the means and support to maximise their achievement through the setting of challenging activities, extended tasks and differentiated teaching.

2.0 Aims and Objectives

- 2.1 The aims of our Inclusion Policy and practices at The Bramptons are:
 - to provide an appropriate and carefully planned curriculum for all - and equality of access to that curriculum. Also, to ensure that the curriculum inspires a life long love of learning.
 - to secure excellent progress, whatever the starting point.
 - to meet a wide range of needs through a wide range of provision.
 - to attain high levels of satisfaction and participation for children and Parents/Carers.
 - to carefully map provision for all learners with SEN and other additional needs.
 - to ensure that staffing deployment and resource allocation is resulting in good learning outcomes.
 - to ensure a high level of staff expertise to meet the children's needs, through well targeted continuing professional development.
 - to secure a level of attainment appropriate to the individual child.
 - to work in cooperative and productive partnership with the Local Authority and other outside agencies, where appropriate, to ensure there is a multi-agency approach to meeting the needs of all children at The Bramptons.
 - to promote children's self-esteem, emotional well-being and resilience and help them to form and maintain worthwhile relationships based on respect for themselves and others.

- To encourage children to demonstrate the school values at all times.
- To develop and maintain strong relationships between home, school and the community.

3.0 Roles and Responsibilities

3.1 The Governing Body has delegated the responsibility for the ongoing implementation of the Inclusion Policy to the Head Teacher and all Staff.

3.2 Head Teacher

The Head Teacher's responsibilities include:-

- having a strategic responsibility for the inclusion of all children including those that have EAL, children with SEN, Looked After Children and those from vulnerable ethnic minority groups.
- monitoring and evaluating the progress of all children and for making strategic decisions which will maximise the opportunities to learn.
- delegating the day to day implementation of this policy to Class Teachers.
- being well informed in relation to the progress of all children with regard to the school's provision through analysis of the progress tracking data, pupil progress meetings with individual Class Teachers and discussions and consultations with Parents/Carers and children.

3.3 SENCO

The SENCO has an essential role in identifying the needs of children with SEN and working with the Teachers, Parents and children to ensure the support the child receives is effective and enables them to maximise their potential. For more information about the role of the Senco please see the SEN Information Report.

3.4 Class Teachers

Class Teachers are responsible for securing good provision and outcomes for all children by :-

- providing differentiated teaching and learning opportunities to meet the needs of all children, including children who are learning EAL, children with SEN and children who are highly able and high performing.
- undertaking regular formative and summative assessments of children's progress, appropriate to a range of individual learning styles and abilities.
- Ensuring effective deployment of resources, including Teaching Assistant support, to maximise outcomes for all vulnerable learners.
- liaising effectively with a range of colleagues to ensure a holistic approach to meeting the needs of the whole child.
- building and maintaining positive and purposeful relationships with Parents/Carers to maximise opportunities for consistency of approach between home and school.

3.5 Teaching Assistants

Teaching Assistants share the responsibility for maximising the achievements of all children, this includes undertaking interventions with children who need additional support under the guidance of the Class Teacher and/or the SENCO.

4.0 Our Approach to Teaching Which Ensures the Inclusion of all Children

- 4.1 As a small school, we have relatively small classes and high staff ratios. Consequently, it is possible to meet the personal/unique needs of our children individually or in small groups through precision and quality first teaching.
- 4.2 Our teaching ensures equality of opportunity and access to the curriculum, using differentiated learning opportunities and objectives. Teachers have aspirational expectations within realistic boundaries. They also challenge and encourage individual thinking.
- 4.3 The school provides creative and stimulating learning environments as this is essential to achieve effective learning.
- 4.4 We actively seek to remove barriers to learning and participation that may hinder the inclusion of individual children or groups of children.
- 4.5 For details of our approach to teaching children with SEN and/or other needs please see our SEN Information Report.

5.0 Our Vision, Values, Ethos and Culture

- 5.1 Our Vision, Values, ethos and culture all demonstrate our total commitment to inclusivity and ensuring that all our children achieve their maximum potential.

Our Vision – “We are an outstanding, values based, school fostering a life – long love of learning, striving for excellence, enabling our children to achieve the highest potential in all areas of their lives.”

- 5.2 Our Values: Respect, Courtesy, Honesty, Loyalty, Perseverance and Compassion, underpin all aspects of everyday life at The Bramptons and all Children, Staff, Governors and Parents are expected to demonstrate the Values at all time. This, and the adoption of British Values, helps to create a culture of inclusion and ‘family’.
- 5.3 Children at The Bramptons are taught to celebrate difference and embrace diversity. They are encouraged to recognise that achievements are not only academic and that other people may not always share their views and beliefs.

6.0 Including Parents and The Community

- 6.1 At The Bramptons inclusion also extends to Parents and the wider community, and the school enjoys excellent relationships with both. We will:
 - continue to involve Parents in school activities and, where appropriate, their child’s education.
 - ensure that Parents are able to speak to the Head Teacher or Teachers as soon as is practicable, if they request a meeting.
 - continue to seek the views of Parents, where appropriate, through surveys or consultation about specific issues.

- continue to strengthen links, and forge new links, with the local community.
- continue to welcome members of the community to events at the school (Summer Fete, Christmas Fayre etc.) and will attend events in the community where appropriate. For example, taking the children to sing carols at Brampton View Care Home.
- continue to teach the children the importance of community and instill in them the values and skills to become well-adjusted, well-rounded and responsible members of society.

7.0 Equality Implications

7.1 The main purpose of this Policy is to ensure that all children, regardless of ability, ethnicity and background are given, when and wherever possible, an equal opportunity to access learning opportunities and make progress to reach their maximum potential.

8.0 Related Policies

- SEN Information Report
- Behaviour Policy
- Anti-Bullying Policy