

HOBBS HILL WOOD PRIMARY SCHOOL

Inclusion Policy

Committee	School Improvement
Author	Hobbs Hill Wood Primary School
Approved By Governing Body	27 November 2024
Frequency of Review	4 years
Next review Date	Autumn 2028

Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
<ul style="list-style-type: none"> • Be safe in school and online 	<ul style="list-style-type: none"> • Behave in a safe way
<ul style="list-style-type: none"> • Learn 	<ul style="list-style-type: none"> • Listen and try our best
<ul style="list-style-type: none"> • Be supported with our learning 	<ul style="list-style-type: none"> • Support and help each other
<ul style="list-style-type: none"> • Be happy, play and have fun 	<ul style="list-style-type: none"> • Share, be kind, polite and considerate towards others
<ul style="list-style-type: none"> • Be respected and treated fairly 	<ul style="list-style-type: none"> • Be helpful and responsible
<ul style="list-style-type: none"> • A clean and purposeful environment 	<ul style="list-style-type: none"> • Recycle and keep the class and school environment tidy
<ul style="list-style-type: none"> • Speak and be heard 	<ul style="list-style-type: none"> • Listen and respect each other's opinion

Policy on Inclusion

Formation of the Policy

- The policy was formed and approved in 2004. It was reviewed in 2024. This Policy links closely with the school's Policies for Assessment, Behaviour incl. physical restraint, Home-School Agreement,
- Equality scheme, Special Educational Needs and Disabilities and Teaching and Learning as well as the school's Accessibility Plan.
- This policy draws upon the SEND Code of Practice 2015 and the Disability Discrimination Act 2005.

Statement

- Hobbs Hill Wood Primary school believes that all children have an entitlement to develop their full potential. Educational experiences are provided which develop children's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a pupil's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Definition of Inclusion

- Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupil, irrespective of age, ability, gender, ethnicity, language and social background, and maximising resources to reduce these barriers.

Aims

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

Objectives

- Ensure implementation of both Government and Local Authority inclusion recommendations.
- Ensure that the school's Inclusion Policy is implemented consistently by all staff.
- Ensure that any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure that all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate a pupil's achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all members of the school community in inclusion issues.

Provision

- The school offers a continuum of provision to meet a diversity of pupils' needs.
- Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for English and Maths (pupils in Years 3-6 are set for maths).
- Additional in-class support is available in all classes. This support is targeted at individual pupils and small groups of pupils who need to develop their basic literacy, maths and communication skills.
- All staff support pupils with social, emotional and mental health difficulties.
- All staff work to ensure opportunities are given to gifted and talented pupils.
- Support staff provide additional support to pupils learning English as an additional language.
- ICT is available to support learning in every classroom.

- Out of class provision is available to pupils with Special Educational Needs who require specialist literacy, language, numeracy or behaviour management programmes.
A range of extra-curricular activities are available after school as well as opportunities to participate in day and residential trips.

External Support

- The school, through a service level agreement, has external specialist advice and support from the LA and a number of external agencies.
- Advice and support may take the form of intervention from specialists and/or advisory teams.
- The school has access to an Attendance Improvement Officer.
- The school has access to a range of services that offers advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, foundation/early years provision and identification and assessment of pupils' individual needs.

Responsibilities

- The Special Educational Needs Co-ordinator (SENCO) is also the Inclusion Co-ordinator (INCO).
- The role of the INCO is to monitor inclusion and ensure that the Headteacher is regularly informed about inclusive provision in the school.
- The INCO will monitor and report on the effectiveness of the school's Inclusion Policy.
- The INCO will identify barriers to learning, ensure provision of appropriate resources and provide staff with appropriate strategies.
- The INCO will share inclusive expertise with, and support the professional development of, classroom teachers and TAs.
- The INCO will monitor pupil progress and liaise with parents/carers.
- The INCO co-ordinates cross-phase and cross-school transition, and co-ordinates external specialist provision.
- All teachers are also responsible for meeting the needs of all pupils in their class.

Assessment Procedures

- The school assesses pupil progress across the Early Years Foundation Stage using the Early Years Foundation Stage Profile and the Early Learning Goals.
- The school assesses pupil progress across KS1 and KS2 using the school's own assessment system.
- The school assesses pupil progress using national benchmarks at the end of KS2.

Parent Partnership

- The knowledge, views and first-hand experience parents and carers have regarding their child is valued for the contribution it makes to their child's education.
- Parents/carers are seen as partners in the educational process and strongly encouraged to keep in regular contact with the school regarding their child's progress.
- All parents/carers are welcome to contact the INCO/SENCO if they have any concerns about inclusive educational provision and are invited to meet the SENCO three times a year as a minimum.
- A home-school agreement outlines how parents/carers can support their child's learning at home.

Equal Opportunities

- This policy applies to all children regardless of race, gender, religion or ability.

Policy Review

- This Policy will be reviewed by the Head and staff in 2028.