

# SCAWSBY SALTERSGATE INFANT SCHOOL



## Inclusion Policy

<b>Policy Approved by Governors</b>	<b>September 2025</b>
<b>Review Date</b>	<b>September 2027</b>

## Inclusion Statement

At Saltersgate Infant School, our aim is to provide high quality, flexible, accessible, inclusive and specialist education opportunities to meet the needs of all. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Saltersgate Infant School is committed to safeguarding ALL children. We seek to meet the needs of all our pupils, including those who may be vulnerable, difficult to engage, or those who are having difficulty in making progress due to factors affecting them from the outside environment.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need may be an explanation for delayed or slower progress; however, we will endeavour to narrow the gap in attainment between vulnerable groups of learners and others.
- We do not consider English as an Additional Language as a Special Education Need. Differentiated work and individual learning opportunities will be provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are in place to help these pupils accelerate their progress.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

## Aims and Objectives of this Policy

The aims of this Inclusion Policy and our practice in Saltersgate Infant School are:

- To ensure that teaching and learning, within the school, are of the highest possible standard in order to enhance the educational experience of every child.
- To ensure that everyone is made to feel welcome.
- To provide curriculum access for all.
- To reach high levels of achievement for all.
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers

- To map provision carefully for all vulnerable learners in order to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional learning.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

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);
- 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

### Safeguarding

Safeguarding is at the forefront of Saltersgate Infant School, and promoting the welfare of our vulnerable children is outlined in our child protection and safeguarding policy. This policy will be implemented in conjunction with the following other school policies:

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

- Intimate Care Policy
- Teaching and Learning 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 inclusion lead. 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 and Objectives for further information.

### **Pupils in Need**

Pupils in the following groups are named on various registers at Saltergate Infant School which are regularly reviewed:

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

- At Saltersgate Infant School, we promote social inclusion by supporting children in the following ways:
- Learning Support Programmes such as Hamish and Milo
- Family Support Worker
- Attendance officer
- Specialist staff trained to support children with social emotional and mental health

## Disability

The definition of disability under the Equality Act 2010 is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than may be expected: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life. (such as a wheelchair, a hearing aid or equipment to aid vision.) Teachers take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks.
- Planning opportunities for all pupils to access a broad and balanced curriculum, with adapted activities where necessary.
- An access audit is carried out to ensure that school grounds are accessible to those adults and children with physical disabilities.

Please see our Accessibility Plan for further information and detail.

## **Planning, Teaching and Assessment**

At Saltersgate Infant School we follow the EYFS Curriculum and the National Curriculum.

Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve. Teachers will ensure that all teaching assistants 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
- Securing pupil motivation and concentration
- Providing equality of opportunity through planning varied teaching and learning styles
- Using appropriate assessment approaches
- Setting appropriate targets for learning

- Providing interventions for pupils who need help with communication, language and literacy
- Planning for pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour, to take part in learning effectively and safely.
- Helping individuals to manage their social, emotional and mental health
- Helping pupils with their sensory needs

## **The Inclusion of vulnerable learners including those with Special Educational Needs**

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

***‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)***

*“The Code of Practice states that pupils at School Action or above must be receiving support which is “additional to” or “different from” the usual school curriculum. This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

***“Achievement for All” (National Strategies : 2009)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

***Ofsted SEN Review 2010***

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

***SEN Green Paper : Support and Aspiration (DfE : 2011)***

### **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 SENDCO 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 greater adaptation of tasks and materials. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted 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). Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil. Teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with speech, language and communication.
- Planning with a multi-sensory and practical approach to learning.
- Adapting lesson plans (including objectives and/or success criteria) to meet pupils' needs and abilities.
- Helping pupils to manage their behaviour, so they can take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly their social, emotional and mental health.
- Helping children meet their sensory needs
- Please see our SEND Policy for further information and detail.

### **Supporting pupils at school with medical conditions**

- Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

We have a separate policy in place

### **Pupil Premium**

The school welcomes and shares the government's aim of tackling all forms of social disadvantage and wants to provide everyone with opportunities that will support inclusion and equal access.

The pupil premium funding, which is provided for pupils in receipt of free school meals, is allocated to the school to address the issues associated with social disadvantage and in particular to support those pupils working below the expected levels, narrowing and hopefully eventually closing any gap in attainment. In making appropriate provision for these children we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support; however, this provision may also include other children who have been identified as 'vulnerable'.

The SLT (School Leadership Team) will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use formative and summative assessment to identify children's learning needs and plan the next steps for teaching. A range of additional support may be provided that best meets the child's needs at the time.

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all children to enjoy learning and to achieve their best. All our work through the pupil premium will be aimed at accelerating progress and moving children to levels deemed appropriate based on teacher assessment. The range of provision for this group could include:

Providing small group work with an experienced teacher/teaching assistant to focus on overcoming gaps in learning.

Intervention groups for literacy, phonics and numeracy

Intervention groups to support social, emotional and behaviour development e.g. sunbeams and play for purpose

Extended school provision including after school clubs and school trips (including providing funding for children to access these).

## **Child Protection**

Children on the Child Protection register or on a Child in Need plan are monitored by the Senior Leadership Team and their progress tracked half-termly.

## **Children with English as an additional language (EAL).**

The Subject leader for Multicultural in school will take the lead in overseeing that provision is provided for children with EAL, they will:

- ensure maintenance and analysis of a whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advise on and co-ordinate provision for children with additional needs relating to ethnic or linguistic background
- work collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- manage and support other classroom staff involved in supporting ethnic/linguistic minorities
- oversee the initial and on-going assessment records on all children with EAL-
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluate regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- oversee the smooth running of transition arrangements and transfer of information for Year Two pupils with EAL.

- contribute to the training of staff
- support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advise on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advise on and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- liaise with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaise closely with a range of outside agencies to ethnic & linguistic minority learners

## **Inclusion of pupils with English as an additional language**

### **Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

We will provide the following:

- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed.
- Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- The pupil will not be placed on the SEN register for reasons of EAL.

### **Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to include EAL parents in the life of the school by providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

### **Inclusion of pupils who are looked after in local authority care**

Our school recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The Headteacher is the designated teacher. The responsibilities of the designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)

- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the local authority's Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

## **Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

Physical talents sports, games, skilled, dexterity

Visual/performing abilities dance, movement, drama

Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions

Outstanding leadership organiser, outstanding team leader, sound judgements

Social awareness sensitivity, empathy,

Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on DFE guidelines, we monitor the children closely in the Foundation Stage and at KS1, and ensure provision is provided for more able/talented children.

### **Identification**

Before identifying any child as 'very 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 'very able' and/or 'talented' is a judgement that applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil will be identified using a variety of methods. The specific procedure will vary according to subject area but may include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

### **Provision**

Teachers have high expectations and plan carefully to meet the learning 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 the 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.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 2 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate adaptations.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and arts clubs.

### **Links with Other Services**

Effective links are maintained with a variety of outside agencies, including Educational Psychologists, Speech Therapists and the Ethnic Minority and Traveller Achievement Service to ensure our vulnerable/SEN children receive the highest quality provision.

### **Admissions**

Saltergate operates its admission procedures in accordance with the policy laid down by the Governors and Local Authority. This policy does not discriminate on grounds of race, religion or ethnic origin. No child will be refused admission to school because of his or her special

educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

### **Behaviour**

We set and expect high standards of behaviour which are set out in our Behaviour Policy. We aim to achieve a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. At Saltersgate Infant School, we aim to prepare pupils for living in a diverse and increasingly interdependent society.

### **Monitoring and Review**

The Inclusion Leader 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 Saltersgate Infant 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.

### **Responsibilities within our school**

Our Inclusion Coordinator is : Miss N McCue

Our Special Educational Needs Coordinator is :Miss N McCue

Our Designated Teacher for children who are looked after in Local Authority Care is: Mrs Emma Anderson

Our Governor responsible for Inclusion is: Mrs Jodie Fisher