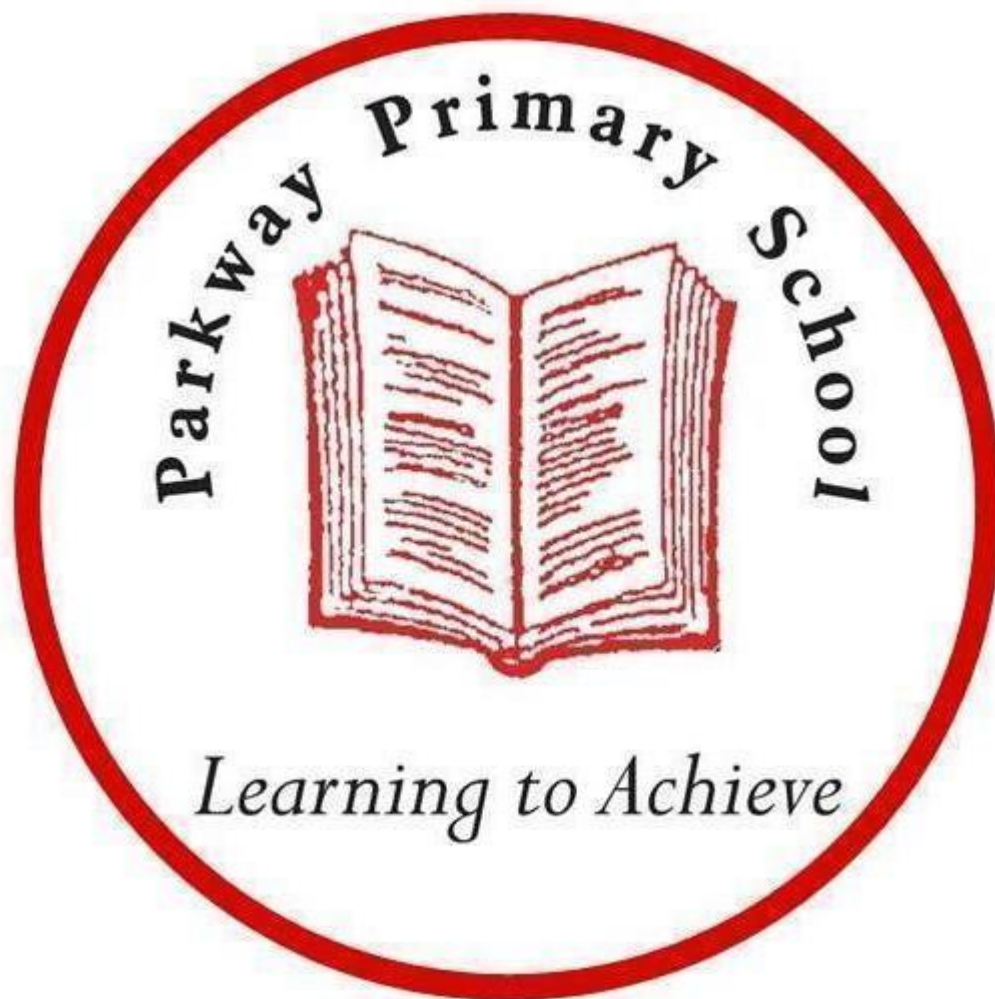


Parkway Primary School

Inclusion Policy



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Introduction

At Parkway Primary School all staff are committed to enabling all children and young people in our care to achieve their maximum potential in education and life. Our Inclusion Policy covers all groups of pupils that could otherwise be excluded from school life because of their gender, ability or SEND as well as disadvantaged children and those in care. We strive to be an inclusive community where, as far as possible, the needs of all children are met, enabling them to achieve success and make a positive contribution to society. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of our children. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with:

- SEND Policy
- SEND Information Report
- Accessibility Plan
- Equality Information & Objectives
- PSHE Policy
- Pupil Premium Strategy Statement
- Attendance Policy

Aims

We are an aspirational school and are committed to developing each child's potential. We firmly believe that all children have an entitlement to be educated alongside their peers in their local community. We strive to develop inclusive cultures, policies and practices. We actively seek to remove barriers to learning and participation that can hinder or exclude individual children, or groups of children (and their families). This means that equality of opportunity must be a reality for our children.

We aim to:

- Ensure equality of opportunity for all our children in all areas of school life
- Ensure that individual strengths are recognised and all children achieve their potential
- Remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children
- Ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make good progress
- Use whole school assessment procedures to track the progress of children and groups of children and identify strengths and areas for development amongst the following groups:
 - Pupil Premium Pupils
 - CLA and Post CLA children
 - Children who need support to learn English as an additional language (EAL);
 - Children with SEND

Our Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning objectives;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children, recognising these groups may be fluid and responding with flexibility;
- providing a wider curriculum and curriculum opportunities outside the NC to meet the needs of individuals or groups of children
- providing a curriculum that is accessible to all
- embedding tolerance and understanding of everyone's differences including culture, religion and values
- a creative curriculum where children are exposed to all curriculum areas and are given the opportunity to show their learning using different mediums
- adapting the curriculum to meet children's needs

Our wider curriculum focuses on the acquisition of language and vocabulary. We provide opportunities for all children to engage in activities to develop their cultural capital through carefully planned educational visits and access to literature which develops their cultural capital.

Children have access to adaptations to resources and the physical learning environment such as: individual timetables, writing slopes, ear defenders, personalised reward charts, coloured overlays and work stations. Children also have access to Individual Support Plans and Additional Support Plans if further support is required.

Children access additional interventions to help them to achieve their EHCP outcomes and Speech and Language Targets. Staff attend SALT therapy sessions which are delivered by the SALT Therapist. This develops staff expertise as well as enabling the children to have access to more regular SL intervention. Progress towards these outcomes is robustly monitored and data is shared with parents/carers and the local authority at annual review meetings. It is also shared with staff and Governors termly.

Occupational Therapy Plans are implemented by class teachers and LSAs. Most staff in Oak Trees have accessed Jump Ahead Training.

The school is supported by external agencies including:

- The Advisory Service for Autism Spectrum
- The Hearing Impairment Service
- Bexley Early Autism Service
- Oxleas Speech and Language Service
- Unlocking Language Speech and Language Service
- Community Paediatrics
- The Bexley Early Intervention Team
- LA Educational Psychologist
- CAMHS
- Social Care

Extra-Curricular Activities

We provide opportunities for our children to attend lunchtime and after school clubs to develop their skills such as:

- social and communication skills
- language acquisition
- fine motor skills
- gross motor skills
- concentration
- listening and attention

Teaching and Learning

All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class and ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- 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;
- participate fully, regardless of disabilities or medical needs.

Inclusion is at the centre of school development- increasing the learning and participation of all children and responding to the diversity of their needs. The Senior Leadership Team, supported by Middle Leadership, monitor planning, assessment, attainment, standards of teaching and learning and the school environment itself. This monitoring includes looking at data of groups of children to ensure all groups are making at least expected progress.

High Quality Teaching is the entitlement of all our pupils

We analyse the attainment of different groups of children termly to ensure that all children are making at least expected progress and are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning lessons and interventions.

Minority and ethnic faith groups

Our RE curriculum reflects the diversity of our society. Children are given opportunities to learn about their own religion and other faith traditions. Our PSHE curriculum helps children to develop the skills and knowledge they will need for their life in a diverse society. 'Themed Weeks' such as Black History Month, Chinese New Year and Multicultural Weeks celebrate the differences within our school.

We believe that all children are a resource for their peers' learning and that children from diverse cultural and religious backgrounds form a resource of great potential value in our school.

School assemblies also focus on different faith traditions and cultures.

Children who at risk of disaffection or exclusion

We have a robust Behaviour for Learning Policy in place which clearly defines how rewards and sanctions are used across the school. The Behaviour Diamond ensures that there is a consistent approach across classes. We strongly believe in being 'pro-active' rather than 're-active'. This means that we put in place strategies to address behaviours and avoid disaffection or exclusion.

These include:

- Early identification of pupils who may become disaffected
- Holding meetings with parents and carers to address any issues of disaffection or behaviour which could lead to exclusion
- Holding meetings between key members of staff to provide a holistic approach
- Working with parents to create Additional Support Plans- focussing on successful strategies and de-escalation techniques
- Seeking advice from external professionals such as: New Horizons; ChEWS, CAMHS and the EIT Service
- Providing opportunities for pupils to access support from our Learning Mentor
- Working with children, parents and carers to create, implement and evaluate Individual Support Plans- focussing on the identification of adaptations and strategies to overcome barriers to learning
- Providing opportunities for parents and carers to access support from our Family Liaison Officer

Travellers

We believe that:

- The expectations for Traveller children should be the same as for all others, including access to the full range of educational experiences free from racial discrimination and prejudice
- Outcomes for Traveller children should parallel the range of outcomes for all children
- Traveller parents have the same entitlements and responsibilities as all other parents

Where possible, we strive to include Traveller children and their families through our curriculum using learning materials which reflect Traveller culture and heritage. We accept responsibility for every child, even if they are only with us for a short time.

Members of SLT are available to parents in the playground at the beginning and the end of the day to maintain effective communication. Children also have access to support from the Learning Mentor.

Refugees and Asylum seekers

There is no completely accurate national and local demographic data on the numbers of refugee and asylum seeker children in the UK. Published data on asylum applications in the UK does not include numbers of dependents or break dependents down by age group. In 2003, the Refugee Council estimated that there were almost 99,000 refugee children of compulsory school age.

Refugee children in Britain are a diverse group. Some children may arrive in the UK with both parents; others may only have one parent caring for them. Some children may live with older brothers and sisters, or with relatives and friends. Other children arrive alone and unaccompanied, without a parent or carer.

We recognise that we have a vital role in promoting the well-being of refugee children- helping them to rebuild their self-esteem and friendships. We do this through our PSHE curriculum. We have a clear admissions procedure for all new arrivals in our school. We provide advocacy such as: explaining school admission procedures, giving help with forms, making phone calls and, where possible, providing interpretation and translation.

Children with SEN and/or Disabilities

We are committed to meeting the needs of children with SEND.

All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared with non-disabled children.

Teachers modify teaching and learning expectations as appropriate for children with SEND. For example, they may:

- give additional time to complete tasks;
- modify materials;
- use visual aids;
- offer alternative activities;

- provide children with individual timetables and FIRST/THEN boards;
- provide children with access to individual work stations;
- provide children with access to learning/movement breaks;
- provide children with sensory resources to reduce their anxiety;
- provide children with Additional Support Plans
- provide children with Individual Support Plans
- make adaptations to the curriculum, learning environment and/or resources.

For more information see the SEND Policy & Accessibility Plan.

Integration between our Oak Trees and Mainstream Provisions

Bexley Local Authority are responsible for admissions to our resource provision- Oak Trees.

Careful consideration is given to each individual consultation to ensure that our provision can meet the SEND needs of the child. Children MUST have an EHCP to be offered a place in Oak Trees.

Where appropriate, Oak Trees children have opportunities for integration with mainstream that are determined on their individual needs. Opportunities include: educational visits, playtimes, lunchtimes, PE sessions, Forest School, swimming, Residential Trip, performances and other activities provided by visitors. Mainstream children also have opportunities for integration with Oak Trees children that are determined on their individual needs. Opportunities include: access to Jump Ahead activities, access to Sensory Circuits, access to the Rainforest Room and access to the Sensory Room.

Pupils with English as an additional language (EAL)

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have high expectations of all children, regardless of ethnic, cultural or linguistic heritage. We promote rapid language acquisition by providing additional support and interventions as well as adapting materials and resources and pre-teaching subject specific vocabulary. Children with EAL are given full access to our curriculum regardless of their proficiency in English.

Where parents do not speak English, we endeavour to provide oral and written information in their first language.

EAL support/ intervention

Often, full immersion into mainstream lessons will be the most successful way of encouraging a child to pick up English. When this is the case, children are closely monitored by class teachers to ensure progress is being made. Teachers will liaise with the EAL lead teacher and the Inclusion Manager/SENCO if a child deemed to be at NC does not appear to be making progress once they have settled. Assessment, additional support and a programme of intervention will follow, planned and delivered by the assigned adults.

All staff are responsible for developing the English language skills of EAL learners by:

- ensuring that there are many opportunities for dialogue and that this is used to support writing;
- building on children's experiences of their first language;
- modelling correct English by extending sentences and encouraging children to do the same;
- encouraging children to speak clearly and audibly;
- striving to develop children's confidence in speaking English and to encourage respect, patience and tolerance from children whose skills are more developed;

Children who are Looked After (CLA) and Post CLA & Children who have a social worker

We recognise that CLA, Post-CLA and children who have a social worker may have additional needs and barriers to learning. We strive to develop strategies to help children to overcome these barriers to learning.

We do this by providing bespoke support and intervention. All children are given opportunities to access support and therapy through our Learning Mentor.

The Designated Safeguarding Lead and designated person for CLA and Post CLA is Mrs Tume.

Disadvantaged Pupils

What is the Pupil Premium Grant?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to:

- local authority maintained schools, including special schools and pupil referral units (PRUs)
- voluntary-sector alternative provision (AP), with local authority agreement
- special schools not maintained by the local authority (NMSS)
- academies and free schools, including special and AP academies

In order for school's to receive the Pupil Premium Grant, parents must apply for Free School Meals, even if your child already receives a free school meal or does not want to access a free school meal at school.

Who is eligible for Free School Meals (FSM)?

The GOV.UK website explains that a child may be eligible for free school meals (FSM) if his/her parents are in receipt of any of the following benefits:

- Income Support
- Income-based Jobseekers Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit, provided the parents are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190
- Working Tax Credit run-on, which is paid for four weeks after you stop qualifying for Working Tax credit
- Universal Credit

The GOV.UK website adds: Children who get any of the above benefits in their own right can also get FSM. Children under the compulsory school age who are in full-time education may also be able to get FSM

Please note that this does not include all children in school years from Reception to Year 2 who are eligible for Universal Infant Free School Meals, as this is a different scheme.

The Pupil Premium Grant is only allocated to those children entitled to Free School Meals because their parents/carers are in receipt of one of the benefits above and have been means tested (eligibility is not automatic upon receipt of one of the above benefits, it has to be applied for).

We strive to ensure that children from disadvantaged backgrounds are able to make the same progress as, or better progress than their peers. We work hard to raise the attainment of disadvantaged pupils and therefore close the gap in attainment between disadvantaged pupils and their non-disadvantaged peers.

We do this through:

- organising teaching and learning in order to best meet the needs of all of our children;
- arranging appropriate provision for children from vulnerable groups and for those who may be disadvantaged, to ensure that their needs are accurately assessed and met;
- recognising that not all children who receive free school meals will be disadvantaged and we also recognise that not all children who are disadvantaged have free school meals.

We follow the government's guidelines to allocate Pupil Premium support to those children who receive, or have received, free school meals, or who are in care.

Working with families

One of our main aims is to work in partnership with families to meet the needs of our community. We have an open-door policy and pride ourselves in responding quickly to parents' concerns, as well as actively seeking to involve families in order to achieve the best outcomes for children. We signpost parents to services, offer workshops and other homework support. Parents are encouraged to speak to their child's class teacher in the first instance.

Parents are also encouraged to seek information through Bexley's Local Offer (www.bexleylocaloffer.uk) where they can find support and information on a range of matters related to Inclusion.

We work closely with parents and the EWO to ensure that their children come into school and that they are punctual.

Our Family Liaison Officer (FLO) supports families and provides parents and carers with opportunities to share concerns, discuss barriers to learning and to identify strategies for improvement. The FLO works closely with the AHT (Pastoral) to improve attendance.

Parents and carers of children with SEND are invited to termly meetings with the AHT I/SENCo to discuss children's progress towards their targets. Individual Support Plans are amended and updated. They are also invited to attend annual reviews with the AHT I/SENCo to discuss children's progress towards their EHCP outcomes and SALT targets. Other professionals, such as the SEN Case Officer and Social Workers may also be invited to attend annual reviews.

Pupil Voice

Children at Parkway Primary School are encouraged to express their opinion and to have a valued role in the life of the school through the following ways:

- School Council
- House captains
- Feedback after learning walks

Working with parents

Parents and carers will be involved with their children's progress both formally and informally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code Of Practice. Parents will be involved right from the initial stages. They will be given the opportunity to express their views, be active in decision making and participate in their child's education at review meetings, parents' consultations, induction meetings and through structured conversations. Children will be given the opportunity to express their views and comment on their success.

To support parents, meetings are also organised to explain key areas of the curriculum and to develop understanding of children's SEND. Parents will have the opportunity to meet with their child's class teacher in a formal meeting three times a year.

Modification

The school can, where necessary, modify its assessment arrangements. We make every effort to meet the learning needs of all our children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child’s work, or through the provision of additional learning resources. When necessary, we also support learning by using external specialist for example- the Autism Advisory Service and Speech and Language Therapists. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We only do this after consultation with parents and the LA.

Complaints

If any parent feels that Parkway Primary School is not meeting the needs of their child they will be supported via the procedures outlined in the school Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation Services.

Staff Development

The Senior Leadership Team will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of the children and the interest areas of staff will also be considered when planning INSET.

The Governing Body

The school’s Governors have statutory responsibilities outlined in the SEN Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Our named Governor is Lori Mackey. Governors will receive an Inclusion/SEND Report at every full governing body meeting. They are required to report annually to parents on the fulfilment of the school’s Inclusion Policy.

Links with other schools & transfer arrangements

Class teachers of children transferring in from other schools will receive information from the previous school. If there is a SEND issue, the AHT I/SENCo will contact the school to discuss the child’s needs. Children transferring to new schools will have records sent and the AHT I/SENCo will discuss these children with other schools on request.

Review & Implementation Dates

This policy will be reviewed as part of the Governor Policy Review cycle and will be discussed with school representatives prior to implementation.

Revision of the above Policy was completed by: Lucy Cross May 2025

Next Review Date: May 2026

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Chair of Governors

Signature of Head Teacher