**TWO MOORS PRIMARY SCHOOL INCLUSION POLICY**

**Vision and Ethos**

At Two Moors Primary School, we value the individuality of all our children set high expectations for them, regardless of their ethnicity, attainment, age, disability, gender or background.

We inspire our children to believe in themselves and in their true potential. We support each child on their own unique learning journey and strive to overcome any barrier that stands in their way. We teach our children to work together and to never give up. And, finally, we celebrate their success – in both their academic achievements and in their development into young people who can be role models for our whole community.

We do this by giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer an exciting, broad and balanced curriculum - and we are committed to making this as accessible as possible for all of our children, by making any reasonable adjustments, where it is appropriate and safe to do so.

**Inclusion and Well-Being**

Inclusion is a term used within education to describe the process of ensuring equality of learning opportunities for all children and young people.

Since the publication of Every *Child Matters White Paper* (ECM) in 2003, its five outcomes have formed the framework of a policy for inclusive education. The five ECM outcomes stated that all children and young people should:

* be healthy
* stay safe
* enjoy and achieve
* make a positive contribution
* achieve economic wellbeing

In the context of these five outcomes, and in the context of well-being as defined within the Children Act 2004, Inclusion within Two Moors Primary School continues to be a process of identifying, understanding and breaking down barriers to learning, participation and belonging. This helps to enhance the quality of the educational experience for all of our children, helping them to play as full part as possible in the life of our School.

**Aims and Objectives**

Two Moors Primary School aims to be an inclusive school. This means that equality of opportunity must be a reality for our children.

We do this through the attention we pay to the different groups of children within our School, such as:

* girls and boys
* children who may be part of the LGBT+ community
* children from a variety of ethnic and faith groups, including those from the traveller community
* children who need support to learn English as an additional language
* children who are in receipt of the Pupil Premium
* children who have Special Educational Needs and Disabilities (SEND)
* children who need support for medical conditions, including any conditions related to mental health
* children who need support for any issue associated with Safeguarding\*
* looked after children
* children who may be at risk of disaffection or exclusion
* other children such as young carers, those with families under stress, asylum seekers and refugees

\*Safeguarding Statement: Two Moors Primary School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child Protection forms part of the school’s safeguarding responsibilities.

**The National Curriculum**

This 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 challenges
* responding to children’s diverse learning needs
* overcoming potential barriers to learning and assessment for both individuals and groups of pupils
* providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups of children, as appropriate (This may include Speech and Language therapy)

It is the responsibility of all staff in the school to ensure that the needs of pupils are identified and responded to in a way that will maximise their learning and participation within the school community.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

* Do all our children achieve their best?
* Are there differences in the achievement between different groups of children?
* What are we doing for those children who we know are not achieving their best?
* Are our actions effective?
* Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
* Are teachers familiar with relevant equal opportunities legislation?

**Disapplication**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its 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 through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. We would ensure that every effort had been made to provide the necessary support from within the school’s resources before considering such action.

**Teaching and Learning Styles**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child’s progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from the school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child’s individual needs. Where the attainment of a child significantly exceeds the expected level, teachers use materials for a later stage, or extend the breadth of work within the area for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities’ legislation covering race, gender, disability and the other protected characteristics under the Equality Act 2010.

Teachers ensure children:

* feel secure and know that their contributions are valued
* appreciate and value the differences they see in others
* take responsibility for their own actions
* participate safely, in clothing that is appropriate to their religious beliefs
* are taught in groupings that allow them all to 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 have challenging targets that enable them to succeed
* are encouraged to participate fully, regardless of disabilities or medical needs
* participate in out of school learning opportunities, subject to a robust risk assessment process and general health and safety

**Children with Disabilities**

Some children in Two Moors Primary School have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. For example, the designated points of entry for our school allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for our children:

* takes account of their pace of learning and the equipment they use
* takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
* is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
* allows opportunities for them to take part in educational visits and other activities linked to their studies
* includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology
* uses assessment techniques that reflect their individual needs and abilities

**Planning Development**

At Two Moors Primary School the teaching and learning, achievements, attitudes and well-being of every child are important.

We follow necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. Staff are trained to know that all pupils should have equal access to information through differentiation of the curriculum.

Teachers are released every week to plan and prepare resources for lessons.

**Names and profiles of those with specific involvement in developing inclusive practices:**

In our School, we understand that the well-being of our children may be affected by a variety of reasons. We have a designated team who will monitor pupil progress on a regular basis and seek to identify any additional needs and draw up School based Support Plans as appropriate. These plans are tailored to the individual and may involve developing SEND provision maps, developing Individual Healthcare Plans (IHCP), enlisting support for issues raised through Safeguarding/ Child Protection procedures or arranging counselling for other issues, such as a divorce or a bereavement in the family.

The team draws on both the expertise from within the school and from outside support agencies, as appropriate. Planning will also involve the views of Parents / Carers and the views of the pupils themselves, as much as possible.

* Mr. Rob Boraston, Assistant Headteacher and Inclusion Manager - Designated Safeguarding Lead (DSL) SEND co-ordinator (SENDCo) Designated Teacher for Looked after Children, Pupils with English as an Additional Language (EAL), Young Carers
* The child’s Class Teacher
* The Head of the child’s Key Stage
* The team may also include Mrs Caroline Buckley, the Headteacher, the Deputy DSLs, along with support from the School Counsellor, Behavioural

Support practitioners and the Educational Psychologist, as applicable.

**Partnership with Parents and the Community**

We value parents as the first and foremost educators and we have a commitment to work together for the best of the children. We see the community as a valuable resource and develop relationship to support the curriculum. We teach children a sense of responsibility and pride in their community. We build partnerships with other schools in order to provide smooth transitions, continuity and progression.

**Partnership with External Agencies**

Good links exist with Local Authority support services and other agencies, including those as listed below. The name of the Link Person, if any, is subject to change.

|  |  |
| --- | --- |
| **Service**  | **Link Person (if any)** |
| Educational Psychology Service | Psychology Associates |
| SEMH (Social, Emotional and Mental Health) Support | Anthony Boulton |
| Children in Care (CIC) team | Virtual School Julie Potter |
| Education Welfare Officer (attendance) | Sandra Nightingale |
| Inclusion Officer | Victoria Leyland |
| EMTAS (Ethnic Minority and Traveller Achievement Service) | Katarina Tasinkiewicz |
| Young Carers [www.devoncarers.org.uk](http://www.devoncarers.org.uk) | 08456 434 435 |
| Physiotherapist |  |
| SEND Strategic Support Service | Devon Education Services |
| Speech and Language therapy | Children and Family Health Devon NHS |
| Social Services  | Duty Social Worker/Family Help Desk |
| Multi-Agency Safeguarding Hub (MASH) | 0345 155 1071 |
| Early Help Co-ordinator | Laura Hart |
| School Nurse | Primary Health Nursing (PHN) |
| Child and Adolescent & Mental Health Service (CAMHS) | Children and Family Health Devon NHS |
| Action for Children Children’s Centre | 01884 250449 |
| Extended School Service | F.I.S.H |
| ICT Support | Devon Education Services |
| Children’s Integrated Services  | Children and Family Health Devon NHS |
| Hearing Impairment Support | Devon Education Services |
| Visual Impairment Support | Devon Education Services |
| Communication and Interaction Team | Devon Education Services |
| Devon Information Advice & Support [www.devonias.org.uk/](http://www.devonias.org.uk/) | 01392 383080 |

**Linked Policies**

This policy may be read in conjunction with associated School policies and other documents, including:

* Admissions, including information on part time/shared placement
* Attendance policy
* British Values and Community Cohesion Promotion Statement
* Curriculum policy, including Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) development.
* Equality policy
* SEN and Disabilities (SEND) policy
* SEN and Disabilities (SEND) Information Report
* Behaviour policy, including the School’s Statement of Behaviour Principles, Anti-Bullying policy and exclusion procedures
* Child Protection and Safeguarding policy
* Supporting Pupils in School with Medical Conditions
* Whole School Mental Health Strategy – under development
* School Improvement Plan
* School Accessibility plan
* Health and Safety policy
* Responding to Complaints: If a parent/carer is not happy with any aspect of School life, we would ask them to raise their concern with the child’s class teacher in the first instance. Alternatively, they can follow the school’s Complaints Procedures, which can be accessed from our website or from the school office.

**Monitoring and Review**

This policy will be monitored and reviewed in line with the school’s policy review programme. The Headteacher and the Senior Leadership Team are responsible for reporting to the Governing Body.

Adopted February, 2010

Reviewed May 2012

Reviewed and updated June 2014

Reviewed and updated June 2015

Reviewed and updated June 2016

Reviewed and updated June 2017, updated September 2017

Reviewed and updated June 2018

Reviewed and updated May 2019

Reviewed June 2020, updated October 2020

Reviewed June 2021

Reviewed June 2022

Reviewed June 2023

Next review June 2024