

INCLUSION POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit**:

- ✓ To build **Strong Foundations for Character Development** that:
 - Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
 - Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
 - Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future

| Reviewed by | Position | Signature |
|--------------|-------------------|-----------|
| Luthfa Begum | SENCO | |
| Kiran Rahman | External Governor | |
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| Reviewed: September 2023 |
| Next review date: September 2024 |

Inclusion Policy

Definition of inclusion taken from: *'Index for Inclusion' Booth and Ainscow (2011)*

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of the school.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

This policy is written in line with the requirements of: -

- The equality act 2010 and the national curriculum place a statutory duty on schools to promote full inclusion.
- The 2001 *Special Educational needs and Disability Act*, made it illegal to discriminate against disabled pupils and to refuse entrance to mainstream schools.
- The 2004 *Strategy for SEN, Removing Barriers to Achievement* (DfE, 2004), aimed to improve children's life and highlights the importance of embedding inclusive practice and supporting inclusion of all children by removing barriers to learning.
- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice September 2015.
- The Special Educational Needs and Disability Regulations 2014
- The SEND Information report regulations 2014

- Teachers standards 2012

United Nations Declaration:

- *UN Conventions on the Rights of the Child (1989)*, which states that education should be free and children with disability be provided with support and care
- *World Declaration for All (UNESCO 1990)*, which endorsed the proposal of 'Education for All'.
- *The Salamanca statement (UNESCO 1994)* indicated inclusion, by encouraging countries to implement strategies to support inclusive education.

Section A – Inclusion at Date Palm Primary School

Date Palm Primary School is deeply committed in providing an inclusive education and participation of all learners, in which the school celebrates the variety of interests, aptitudes and attainment, and welcomes this to enrich the life of the school. Furthermore, inclusion is extended to include, marginalised groups, such as ethnic minorities and groups that are socially and economically disadvantaged. We firmly believe that inclusion of all children in one setting can raise achievement and, allows for greater understanding, compassion and respect for one another and in which difference becomes the norm.

Objectives:

- Ensure that children with SEND, and from all backgrounds, are present in the school.
- Ensure that all children are accepted by their peers and staff
- Ensure that every child in the school is granted equality in everything the school does.
- That all children achieve good levels of achievement in their work and behaviour
- Ensure that all staff and governors know their roles and responsibilities.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.

Co-ordinating Inclusion:

Mrs Luthfa is the Inclusion Manager. Her role is to:

- work positively with all members of the school community to promote inclusion.

- monitor and assess inclusive provision by helping the school to establish indicators such as test results and teacher assessment and to judge their effectiveness in relation to inclusion.
- report annually on the efficient and effective use of resources for SEND pupils.
- work with key staff to identify barriers to learning and provide staff with appropriate strategies.
- work with key staff to monitor pupil progress.
- analyse with key staff the recording of incidents which may relate to bullying or discrimination.
- liaise with parents.
- coordinate cross-phase / cross-school transition; from Nursery settings to Reception Class, across school internally and from Year 6 to Secondary school with respect to inclusion.

How we aim to meet these objectives:

Promoting positive teacher attitudes towards children with SEND through awareness and teacher training.

- Ongoing celebration of diversity and valuing all achievements
- Ensuring clubs, trips and activities offered to children at Date Palm are available to all children. For some pupils 'reasonable adjustments' may need to be made.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Through careful modification and incorporation of different learning methods.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets.
- ensure implementation of government and Local Authority inclusion recommendations;
- ensure the school's inclusion policy is implemented consistently by all staff;

Statement of Policy

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children that we could encounter within our school:

- Girls and boys;
- Pupils who join the school at times other than normal;
- Children who need support to learn English as an additional language;

- Children with special educational needs or disabilities;
- Able, gifted and talented children;
- Children who are at risk of disaffection or exclusion;

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 challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups of children (this includes **speech and language and mobility training**).

Section B: Teaching and Learning

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

All children are entitled to full and equitable access to the National Curriculum and high-quality teaching.

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 on-going assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities and specific progress 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 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 of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure that all children:

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

Section C: Children with Special Educational Needs

Date Palm Primary School follows the below inclusion model for children with SEN:



(Farrell, P, 2004, Making Inclusion a reality for all).

We accept and welcome all children and types of learners to be present within our school and classroom. However, we feel that it is not merely sufficient that children simply to be present in a school. That they need to be accepted by their peers and by staff, they need to participate in all the school's activities, and they need to attain good levels of achievement in their work and behaviour.

When children in our school have SEND, we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All

reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-SEND children.

The school is committed to providing an environment that allows children with SEND full access to all areas of learning. Teachers modify teaching and learning, for example, they may give additional time to complete certain activities, or they may modify teaching materials. Distinctive teaching approaches are implemented to adapt the curriculum for all types of learners, through differentiation. Through careful modification and incorporation of different learning methods, such as audio, kinaesthetic and visual, children with SEND are able to participate in the common curriculum of their peers and achieve according to their individual needs. We understand that at times despite the support offered, children with SEND are not progressing at the rate comparable to their peers. However, we believe that the very essence of inclusion is to embrace diversity; therefore, there is a need to move away from normalising all learners as the same and allow achievement on individual basis.

Disapplication and modification

The school can, where necessary, modify or dis-apply 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. 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/carers.

SECTION D: Inclusion and Racism

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents would be recorded and reported to the governing body by the Headteacher. The school would contact parents or carers of those children involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

SECTION E: STAFF ATTITUDE

Head teachers and school management play a significant role in the successful implementation of inclusion, and to bring the school community together to work in collaboration. For that reason, the Headteacher of Date Palm Primary School is passionate and fully committed to inclusive education, by implementing a well-thought-out strategic plan and forming a strong support system. The head teacher's dedication to inclusive education is passed through to all members of the school, such as teachers, teaching assistants and parents in which all are valued and involved. Strategic plan involves utilising teaching assistants, who play an active role in delivering the curriculum and pedagogy. Parents also play an important part of the school team, which reduces reliance on external

resource. As well as a skilful strategic plan, the head teacher creates a strong support system where responsibility is shared and all staff work in unison, this leads to a positive effect on teacher's attitude.

Practitioner's attitude is paramount, because their perceived outcome results in successful implementation of inclusion. The views and stance they uphold influence the dedication towards an inclusive policy. Therefore, strategies for promoting teacher attitudes towards children with SEND is through awareness and teacher training.