

**Astmoor Primary School**

**Inclusion Policy**

|  |  |
| --- | --- |
| Recommended by: | Mrs Aldridge |
| Approved by: | Full Governing Body |
| Approval Date: | May 2025 |
| Review Date: | May 2027 |

**Aims and Objectives**

At Astmoor Primary School, we are committed to providing an inclusive, high-quality education as well as valuing and respecting the individuality of all our children, staff and the wider community. This policy is in place to ensure that everyone understands this commitment to inclusiveness for all regardless of their age, gender, ethnicity, background, special educational need, disability, sexual orientation or attainment.

We believe that all members of our school community should be respected and valued, and our aim is to provide a safe environment in which people can flourish. We understand how important it is for everyone to be valued and for children to be supported to develop a strong sense of identity and belonging.

We aim to provide a broad and balanced education for all our pupils. We understand that all children learn and develop in different ways and at different rates and this guides our everyday practice. We have a good understanding of the broad range of factors that can impact a child’s learning and development. These can include (but are not limited to) things such as ability, emotional needs, background, maturity and adverse childhood experiences. These factors may influence a child’s life for a short period of time or over the long-term.

Using all our skills, knowledge of our families and staff expertise, we are able to respond quickly and sensitively to anything that may prevent a child from flourishing and being happy in school.

**Astmoor Inclusion Charter**

To ensure that all stake holders have a clear understanding of our commitment to inclusion, we have written our own Inclusion Charter which sets out our expectations.

**Inclusion at Astmoor is:**

Our whole school **culture** and **ethos**

Taking ownership of each child and their difficulties

Showing **respect**, **empathy** and **love** for each child

Getting to know each child to understand them; **building** **relationships**, providing a **safe** and **nurturing** context

Having the right staff with the **right attitudes** who are brave, passionate, committed and creative

Being prepared to **support** each other through challenging times

Having the right curriculum which reflects our community and can be tailored to individual needs

Working in **true** partnership with families

Working closely with professionals to find the best strategies and resources

Learning from each other and making best use of the vast array of **knowledge, skills and expertise** from within the school and beyond

At Astmoor, inclusion is seen as an ever-changing world. We know that the needs of children change and differ over time and between cohorts. Our understanding of inclusion therefore is constantly changing and evolving. We are committed to the ongoing professional development of staff and to continually raising awareness of inclusion.

**Implementation**

Inclusion begins from the moment somebody enters our school building or site. Everyone receives a warm, respectful greeting whether that be from a senior leader at the front of school at the start of the day, a teacher or teaching assistant welcoming children around the building as they enter, or any visitor arriving throughout the school day that receives a warm welcome at the front entrance.

**The School Environment**

Our school building is bright, well-organised and welcoming. There are positive messages about respect and personal growth displayed all around the building. Careful thought and attention to detail is evident in the layout of classrooms to ensure that as many barriers to learning as possible are removed and classrooms become a support rather than a hinderance.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. We aim to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities.

Astmoor Primary School manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility are undertaken. The school has the following special facilities:

* + disabled toilet
  + wheelchair access
  + disabled parking
  + ramps
  + easy access for taxis/other transport
  + classrooms are carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, and high frequency lighting
  + blinds and curtains in classrooms to reduce glare
  + access to low vision aids
  + access to specialist aids, equipment or furniture
  + regular and frequent access to specialist support

**Access to the Curriculum**

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some of the ways in which Astmoor Primary School provides a highly inclusive curriculum and learning environment are:

* Ensuring staff have opportunities for relevant continued professional development relating to SEND
* Teachers planning with differentiated and personalised learning opportunities that allow access and success but ensure challenge
* Providing visual timetables, task cards and various alternative ways of recording
* Responding to outside agency advice and providing specialised resources where required
* Responding to the views of children with SEND and their parents/carers through Parents’ Evenings, and Individual plans of support
* Focused teaching opportunities within a smaller group or one-to-one basis

Within our curriculum offer, we make every effort to be as inclusive as possible and offer all children access to a broad curriculum. We implement ‘reasonable adjustments’ in order to ensure all children are included in all areas of the curriculum.

**Supporting Children with Special Educational Needs or Disabilities (SEND)**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.Teachers understand that it is extremely important that they identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCO liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Class teachers discuss any concerns with the SENDCO and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

Children with significant health needs have Healthcare Plans, drawn up by school health in conjunction with parents/carers and associated medical professionals. The school makes appropriate provision and trains staff as required to accommodate children with particular needs.

**SEMH (Social Emotional and Mental Health) Bases at Astmoor**

We have provision for 16 children with additional Social, Emotional and Mental Health Needs to have support via our specialist base classrooms. Children’s placement in the base classroom is controlled via the Local Authority. Many of these children have negative experiences of education so we know the importance of developing a sense of belonging and safety as soon as possible for them. Relationships are key to this process and by establishing strong, predictable routines, children begin to overcome their emotional challenges enabling them to then focus on academic and personal development. Children in these classes have full access to the wider school offer and our vision is always to ensure they can access as much of the mainstream offer as possible.

**Inclusion of Children in 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 is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. Currently our designated teacher is Mrs Aldridge. The responsibilities of our 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 each term
* 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 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.

**Inclusion of Pupils with English as an Additional Language (EAL)**

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 and/or is exposed to an additional language within their community.

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. 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.

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

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. The following provision can be expected:

* Initial assessment of EAL. A further assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil’s first language.
* Pupils will be placed in groups which match their academic ability. Pupils will not be placed with SEND pupils unless SEND is indicated.
* Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
* Additional support for pupils may be given through:
* first language resources & translation facilities
* teaching t on a 1:1 or small group basis
* peer support
* pre-teaching of key concepts and vocabulary.
* Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in learning.

Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENDco. The pupil will not be placed on the SEND register for reasons of EAL.

**Partnerships with other Professional Agencies**

To support the needs of all children, we work with a large number of professional agencies. These include, but are not limited to:

* Educational Psychology Team
* SEND team
* Educational Welfare Services
* Social Care services
* COMMUNICATE – Halton’s Speech and Language Service
* Chatty Learning – Commissioned Speech and Language Service
* Physiotherapy and Occupational Therapy Services
* Continence Services
* School Health
* MEAS (Minority Ethnic Achievement Service) from Wirral
* Halton Virtual School

**Admission Arrangements**

Our admission arrangements are published annually in line with the Local Authority’s arrangements. Our new cohort of reception children are offered transition visits and opportunities to meet staff and senior leaders. Children that are admitted at other points in their education are offered the opportunity to visit the school and meet with relevant staff. For all admissions, we endeavour to gather as much information as possible about children so that we can plan for their needs accordingly.

**Role of the Governing Body**

The Governing Body at Astmoor Primary School is committed to supporting and encouraging an inclusive approach. In line with the SEND Code of Practice, we have a nominated SEND/Inclusion Governor.