Orleans Primary School



Inclusion Policy

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Signed:	
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Introduction, aims, purpose of policy
The aim of this policy is to promote inclusive practice and ensure that all children, whatever their needs or barriers to learning, are able to make excellent progress.

The purpose of the policy is to describe how we intend inclusion at Orleans to be reflected within the school environment, the curriculum and within teaching and learning. The policy provides guidance on matters of equality and educational inclusion and outlines the principles that underpin our inclusive practice.

The intention is for the whole school community to be clear about the arrangements for inclusion, for there to be a common understanding of the principles of inclusion and to ensure a continuity and consistency of practice across the school.

Policy Summary
All children are entitled to provision that meets their needs and helps them to make excellent progress. Where necessary, reasonable adaptations will be made to personalise this provision. All teachers have a responsibility to provide for the full range of needs in their class by ensuring that planning and provision are suitably differentiated. The SENCo has a key role in supporting staff to help personalise the curriculum and liaise with families and a variety of agencies to ensure that children have access to the support that they need.

The policy describes the way we strive to meet the needs of all children. All children are welcome at Orleans.

This policy is written in line with the requirements of:
- Part 3 of the Children and Families Act 2014
- SEN and Disability Code of Practice: 0-25yrs 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- Equality Act 2010

Please also refer to the following school documents:
- Attendance and Lateness Policy
- Complaints Policy
- Medical Policy
- Safeguarding and Child Protection Policy
- SEND Policy (incorporating the SEND Information Report for Parents and Carers)

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1. Principles of Inclusion
Our whole school vision clearly articulates the central importance of inclusion to our practice:

"At Orleans we provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world. Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community."

All children at Orleans have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be included in all aspects of school life. This does not mean that all learners will all be treated in the same way: account is taken of children's varied backgrounds and individual learning needs when planning provision. Significant groups who may require different/adapted provision are:

- minority ethnic and faith groups
- children in receipt of the Pupil Premium Grant (PPG)
- travellers, asylum seekers and refugees
- learners for whom English is an additional language
- learners who have a disability
- pupils with special educational needs
- pupils with medical conditions
- those who are high achieving in the core subjects and/or broader curriculum
- children in service families
- those who are "Looked after" by the Local Authority
- children with 'child in need' or 'child protection' plans
- those who are young carers
- any learner for whom lateness and attendance is an issue
- any learners who are at risk of exclusion
- any vulnerable pupil

2. The Role of the Inclusion Team
The team is led by the SENCo. The role of the team is to support the achievement of all pupils and in particular monitor the attainment and progress made by significant pupil groupings within the school. The analysis of performance data and evaluation of practice help to identify strengths and aspects for improvement. These are reflected in the action plan that forms a part of the School Development Plan (SDP).

The Role of the Governing Body
The Governing body's responsibility is to:

- ensure this policy is adhered to across the school
- monitor progress of the inclusion team against the SDP priorities
- meet the SENCo termly
- contribute to the accessibility plan
- ensure that the provision is inclusive for all pupils

Partnership with Families
At Orleans, we consider it essential that staff and families work together to support their children. All families are welcome to attend our meet the teacher events and are provided with regular updates via our newsletter. Twice a year, they are invited to discuss the progress of their child, share ways to support them and discuss any concerns that have arisen. At the end of the academic year, they receive a written report. If appropriate, we are happy to arrange meetings outside these times if any concerns arise. Orleans strives to build better communication and support systems to work collaboratively and effectively with our families.

We also offer support for families with issues relating to family life, signposting them to other agencies and offering strategies to help them support their children.

Admission Arrangements
All admissions are dealt with by Richmond Local Authority who set the criteria for entry. Nursery applications are given directly to the school and an offer is made to those with siblings already here at Orleans but all other applications are sent to the Local Authority where they advise the school on who meets the criteria to be offered a place.

Induction and Transfer Arrangements
For those starting nursery or reception at the beginning of a new academic year families are offered the opportunity to attend a school tour. Following the offer of a place there is an information evening, taster sessions for the child at school and home visits all prior to a child starting Orleans . If appropriate, we have good links with most local nurseries and the staff attend the Local Authority transfer afternoon.

If a child is transferring from another school at any time then families and the child will be offered a meeting with the Head of School to discuss any needs, see the school and for the child to meet their teacher. If any needs are identified, the SENCo will contact any relevant professionals to ensure a smooth transition and to check that all arrangements are in place.

When a year 6 child is transferring to secondary school all paperwork is completed by the teachers and sent to the receiving school. The SENCo attends the Local Authority transfer meetings to pass on any needs and, if appropriate, additional induction sessions are arranged.

When a child transfers to another school at any other time all paper and online records are sent to the receiving school. If the SENCo feels additional information needs to be passed on, they will also call the school.

3. Differentiated Curriculum Provision and Formative Assessment
The Teachers' Standards set out the minimum level of practice expected. It states:

> *'A teacher must have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'*

In order to make progress, a child may require scaffolds and access materials. This may involve modifying teaching styles and access strategies.

Monitoring of progress will be ongoing by the class teacher in line with our teaching and learning.

4. Monitoring and Tracking of Pupil Progress and Attainment
Our pupils are monitored through formative and summative assessment.

5. How Orleans support significant groups of learners

5a. Minority ethnic and faith groups: Orleans is not a faith school and as such doesn't promote one faith over another; although, we do acknowledge and respect people of all faiths and those who have none.

***5b. Children in receipt of the Pupil Premium Grant (PPG*)**: The Pupil Premium Grant is additional funding for disadvantaged pupils from reception to year 6 to raise their attainment and close the gap between them and their peers. We carefully monitor the attainment and progress of these children, implementing interventions where it is deemed necessary. Please see our website to see how we use this funding to support these pupils and the outcomes achieved.

5c. Travellers, asylum seekers and refugees: Orleans is flexible in its approach and induction programme to support these potentially isolated and vulnerable families. We work with social care and other agencies to support children and families to become part of the school community and thrive socially, emotionally and academically.

5d. Pupils for whom English is an Additional Language (EAL): Sometimes a child arrives at Orleans with little or no English. It may be appropriate to request a home language assessment to help us understand the child's needs. There are also a number of children for whom English is their second language. We maintain a register of all children that have English as an Additional Language. We monitor the range of languages and the level of need. We are clear that the needs of EAL children are different to other groups and we put in support as appropriate. The school will always endeavour to support families who don't speak English. Where possible we will use the services of an interpreter to assist those families to ensure they can access the relevant information.

5e. Special Educational Needs (SEN): For more information see the SEND Policy and the SEND Information report which is also available on the website.

5f. Medical Conditions: Our Welfare Officer overseas all medical needs, prepares plans and liaises with staff when necessary.

5g. Looked After Children (LAC): Under the Children Act 1989 a child is looked after by the authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. All looked after children must have a Personal Education Plan (PEP) as part of their overall care plan. Orleans 's designated staff member is Victoria Coward, who leads on promoting, monitoring and supporting every looked after child on roll at Orleans. Please refer to the role and responsibilities of the designated teacher for LAC: statutory guidance and our safeguarding and child protection policy, for more information.

5j. Children subject to Child in Need or Child Protection Plans: Please see our safeguarding and child protection policy, for more information.

5k. Young Carers: A young carer is a child between 5 and 18 years old who helps someone in their family who requires practical or emotional support. We identify and support these children who take on this role. We have also established links with The Richmond Young Carers Service.

5l. Lateness and Attendance: There is a negative impact on a child's academic, social and emotional well-being if they are frequently late and/or don't attend school. As such, staff monitor and follow up all issues in this area working with the Education Welfare Service when necessary. For more details, see our attendance and lateness policy

5m. Behaviour and exclusion: Behaviour Policy

5n. Vulnerable and disadvantaged children: There are many situations that contribute towards families and/or their children being more vulnerable such as parental/sibling substance misuse, lack of parental education, mental health issues and financial hardship etc. It is important these families are supported so the children can access and fully participate in their education. A range of support strategies, such as play therapy, counselling and parental support are employed to address the needs of these children. Some of these children are eligible for the Pupil Premium Grant and that income is used to provide additional support ensuring that children thrive socially, emotionally and academically and access a broad range of culturally enriching activities. For more information refer to our Pupil Premium Statement on the school website

5o. Disability: The Equality Act 2010, defines disability as when a person has a *'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'* Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.' This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, ASD, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, social communication, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Behaviour including phobias, anxiety, obsessions and depression
- Perception of risk of physical danger.

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against children, staff and other stakeholders with a disability.

For more information see the SEND Information Report.

6. Accessibility
An inclusive learning environment ensures that all children are offered a broad and balanced curriculum and no child will be excluded from any activity due to their needs, disability or medical condition unless it is clearly of benefit for that child not to be included, or there is a risk to their own health and safety or that of others. We will make sure that physical aids and written information to both parents and pupils enhances and promotes their access.

We aim to ensure there is access for all to the physical environment of the school.

Through our accessibility action plan, we intend to identify needs and make improvements to our school to increase and develop our accessibility.

7. Equality
At Orleans, staff and pupils are treated fairly and with respect. Indirect and direct discrimination, harassment and victimisation of a member of the school community as a result of sex, race, disability, age, social background, disability, religious or political beliefs, family circumstances, pregnancy or maternity, gender reassignment or sexual orientation will not be tolerated. See our Behaviour Policy here.

Orleans is committed to ensuring equal opportunities for all children and will make every effort to make reasonable adjustments to facilitate this.

Our planning addresses the following areas:

- **Physical environment** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** – access to services within and external to the school to support families where a disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for all members of the community

There will be opportunities for staff to attend training to further develop an awareness of disability and to ensure that every child receives the best possible provision and opportunities.

Appendices

Appendix A- Accessibility Action Plan

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes	Evaluation
To develop the access to information technology to support those current needs in the school.	To make available IT resources to support children access their learning.	iPads Laptops	Ongoing	Children are able to access learning opportunities e.g. typing instead of handwriting their work.	
To review our lunchtime curriculum to make it accessible to all children with a particular focus on hearing impairment, ADHD and autism.	To deploy staffing and resources effectively to support children.		Spring 2024	For all children to have a positive experience at lunchtime.	. Playground area has been expanded and sections are now clearly identifiable. The grounds have been further developed to meet the range of social, emotional and learning needs. We are now looking to expand of quiet reflection and reading area in the hut and library.
Improve access for hearing impaired children	Audio link for children with hearing impairment	Audio equipment	ongoing	Improved engagement for HI children in lessons and assemblies	Devices has been purchased for children and now we are monitoring the use of the technology and ensuring all staff are supported to use it.
ELSA provision within school strengthened with the support of welfare staff	Maintain use and outreach work into mainstream school	Access to staffing and specific spaces within the school	ongoing	Provision enables targeted children to better access learning in the mainstream setting	ELSA works with our families where children access this support.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes	Evaluation
To ensure all improvements/developments to the school site consider current needs in the school.	When any new plans are developed current needs are discussed at the planning stage.		Ongoing	Most children can access all areas in a safe way. Where access is limited this will be developed to support individuals and meet their needs where possible	
To continuously monitor the intake of children to ensure their needs are met and reasonable adjustments are made to facilitate any arising needs.	Seek advice from the appropriate outside agency.	Use appropriate external agency support	Ongoing	Reasonable adjustments are made as soon as reasonably possible to increase access.	

IMPROVING ACCESS TO INFORMATION AND SUPPORT SERVICES

Target	Action	Resources	Timeframe	Outcomes	Evaluation
To ensure all information for families can be provided in accessible formats, on request.	Provide information to be in accessible formats e.g. braille or large print or discussed verbally.	LA support	Ongoing	All families have access to the information they need from school.	
Parenting skills	Welfare and admin to signpost, support and when needed conduct direct work with our families. This will be supported by Purple Elephant.	WO	Ongoing	Families are more confident in their parenting skills; reduced safeguarding concerns; improved lateness/attendance data for the school	

IMPROVING AWARENESS

Target	Action	Resources	Timeframe	Outcomes	Evaluation
To make sure all new staff and staff who come into school are aware of needs and cater for them.	The induction process includes reading and signing off information regarding specific needs of children and a meeting with the SENDCo (SEND Need) and Welfare Team (Medical and Care Needs		Ongoing	All new staff will have the correct knowledge to keep children safe and cater for their individual needs.	The induction process has been revised. The handbook has been adapted and now caters for all. The staff room contains medical information and the photocopy room has all individual care plans displayed. All new staff will meet with both the SENDCo and Welfare Officer,
To make sure staff who come into school are aware of needs and cater for them.	To monitor physical education (and other subjects) to ensure this aspect is inclusive, differentiated so it caters for the needs of all children.		Ongoing	To ensure all aspects of the curriculum are accessible.	

To make sure professional development and training includes the inclusive classroom and specific disability issues.	Staff to continue to receive information and training re- specific disabilities, when appropriate	Training	On a need basis.	For staff to understand disability and what adaptions they need to provide.	
Ways of de-escalating incidents that may cause physical danger to children or staff	Provide training for staff. Ensure that all staff are aware of those that have been trained in Positive Handling	Training kept up-to-date	ongoing	All children and staff feel physically safe in school. Staff feel that they have the skills to de-escalate an incident where physical intervention becomes unnecessary	