



Holy Trinity
CE Primary School

Inclusion Policy

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Part of



**The Sycamore
Church of England
Trust**

Grow together, Learn forever

Rationale

Holy Trinity Primary School is an inclusive school where every child is valued as a unique individual. We aim to provide an environment where all children feel safe and can flourish.

We take account of differences and strive to remove barriers which people may face in relation to disability, race, ethnicity, sex, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, in accordance with the Equality Act 2010 and the school's wider equality duties.

We recognise, respect and value difference and understand that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

We are fully committed to providing an appropriate and high-quality education to everyone within our community. We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life.

We are committed to giving all of our children every opportunity to be inspired through their learning, achieve their best and believe in themselves in order to prepare them for life ahead as they grow and develop in this ever-changing world.

Statutory Framework

This policy has regard to the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Equality Act 2010
- Education Act 1996
- Education and Inspections Act 2006, where relevant
- Supporting pupils with medical conditions statutory guidance
- Keeping Children Safe in Education
- relevant statutory guidance relating to attendance, behaviour, accessibility and safeguarding.

The school will have regard to the SEND Code of Practice and will use its best endeavours to meet the needs of pupils with special educational needs.

This policy should be read alongside the school's:

- SEND Curriculum Statement
- SEND Information Report
- Accessibility Plan
- Equality Policy and objectives
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy.

Aims

At Holy Trinity we actively seek to remove barriers to learning that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children.

We make this a reality through the attention we pay to the different individuals and groups of children within our school, including:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs and/or disabilities (SEND)
- Children with high learning potential who require additional challenge
- Children who are at risk of disaffection or exclusion
- Disadvantaged pupils
- Children with medical needs
- Children experiencing barriers linked to attendance, wellbeing or other circumstances.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. Our curriculum is bespoke and created with children's barriers to learning in mind.

It is entitled **"Where are we going and who will we meet?"**

This approach introduces our children to 'the best that has been thought and said' and liberates not only our disadvantaged children but all children at Holy Trinity by delivering the essential knowledge needed to be educated citizens of the future.

Through all subjects taught we will take children on a journey around the world, visiting different countries and 'meeting' a diverse spectrum of people, exposing them to new vocabulary, new skills and instilling a real thirst for knowledge.

Inclusive Teaching and Ordinarily Available Provision

High-quality inclusive teaching is the foundation of our approach to inclusion.

All teachers are responsible for meeting the needs of pupils in their classes and for identifying and responding to barriers to learning.

Teachers will consider appropriate adaptations, which may include:

- clear and explicit instruction;
- modelling;
- scaffolding;
- chunking;
- retrieval and repetition;
- vocabulary development and pre-teaching;
- visual supports;
- processing time;

- adapted resources;
- appropriate use of technology;
- flexible recording methods;
- carefully considered seating and classroom environments;
- reasonable adjustments to teaching, learning and assessment.

These approaches form part of the school's **Ordinarily Available Inclusive Provision (OAIP)**.

The use of adaptive teaching does not mean lowering expectations. Our aim is to remove unnecessary barriers while maintaining appropriate challenge and enabling pupils to become increasingly independent.

Where a pupil requires support beyond ordinarily available provision, additional SEND support may be considered.

Special Educational Needs and Disability

Holy Trinity recognises the four broad areas of need identified within the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

We recognise that a pupil may have needs in more than one area and that needs can change over time.

We do not assume that a diagnosis alone determines the provision a pupil requires. Provision is based on an understanding of the individual pupil, their strengths, barriers, aspirations and desired outcomes.

Identification and the Graduated Approach

The school is committed to early identification of additional needs.

Our **Notice, Check and Try** approach supports staff to respond promptly to emerging needs.

Where concerns are identified, staff consider:

1. What is the pupil finding difficult?
2. What might be preventing the pupil from accessing learning or participating fully?
3. What strengths can we build upon?
4. What ordinarily available provision or reasonable adjustments could remove the barrier?
5. What evidence do we have that the approach is working?

Where additional support is required, the school follows the graduated approach:

Assess → Plan → Do → Review

Assessment may include information from:

- the pupil;
- parents/carers;
- teachers and support staff;
- school assessment information;
- observations;
- previous settings;
- relevant external professionals.

Provision is planned around identified needs and desired outcomes and is reviewed regularly.

Where provision is not having the intended impact, the school will consider what needs to change. Support is not continued simply because it has previously been provided.

Reasonable Adjustments and Equality

Holy Trinity recognises its duties under the Equality Act 2010.

We will make reasonable adjustments where appropriate to ensure that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled.

The school will consider reasonable adjustments in relation to:

- teaching and learning;
- assessment;
- the physical environment;
- communication and access to information;
- school routines;
- behaviour and pastoral systems;
- trips, visits and enrichment;
- extra-curricular activities;
- participation in wider school life.

Reasonable adjustments will be considered in advance where possible and will be informed by knowledge of individual pupils and the barriers they may experience.

The school will also seek to prevent discrimination, promote equality of opportunity and foster good relations within the school community.

Curriculum and Access

All children share a common entitlement to a broad and balanced curriculum, which meets their social, emotional 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 themselves and 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 needs;
- have appropriately challenging targets that enable them to succeed;
- participate fully, regardless of disability or medical need.

Where appropriate, adaptations will be made to enable pupils to access learning without unnecessarily narrowing the curriculum or reducing ambition.

Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will use the provision specified within the plan to inform the pupil's support.

The school will work with parents/carers, the pupil and relevant professionals to:

- understand the pupil's strengths and needs;
- deliver the specified provision;
- monitor progress towards identified outcomes;
- review provision where circumstances change;
- contribute to statutory annual reviews;
- support successful transitions between educational settings and stages.

The school will raise concerns with the appropriate professionals where it considers that a pupil's needs or circumstances have changed significantly.

Pupil Voice

We believe that children should be active participants in their education.

Pupils are encouraged to share their views, wishes and feelings about:

- their strengths;
- what they find difficult;
- what helps them to learn;
- their friendships and relationships;
- their wellbeing;
- their aspirations;
- the support they receive.

Pupil voice will be sought in an age- and developmentally appropriate way and will inform planning and review.

Partnership with Parents and Carers

We recognise parents and carers as important partners in understanding and supporting their child.

We aim to:

- communicate openly and respectfully;
- involve parents/carers in identifying needs;
- discuss desired outcomes and appropriate provision;
- seek their views when reviewing support;
- work together when concerns arise;
- involve parents/carers in statutory processes, including EHCP annual reviews where appropriate;
- signpost families to relevant external support where appropriate.

Working with External Agencies

Where specialist input is required, the school will work cooperatively with relevant professionals and services.

This may include, where appropriate:

- educational psychology;
- speech and language therapy;
- occupational therapy;
- health professionals;
- specialist teachers;
- CAMHS and other mental health services;
- social care;
- local authority SEND services;
- other relevant specialist organisations.

Advice received from professionals will be considered alongside the school's own assessment and knowledge of the pupil.

Staff Expertise

We recognise that effective inclusion depends upon staff having the knowledge, confidence and resources required to meet a diverse range of needs.

We will provide appropriate professional development and opportunities for staff to develop their expertise.

Staff are encouraged to share successful approaches and reflect upon the effectiveness of provision.

The SENCO and senior leaders will support staff to develop inclusive classroom practice and will monitor the consistency and impact of provision across the school.

Monitoring and Evaluating Impact

Inclusion is not simply about whether support has been provided; it is about whether that support has made a meaningful difference.

The school will consider evidence including:

- progress and attainment;
- participation;
- attendance;
- engagement;
- behaviour and wellbeing;
- independence;
- pupil voice;
- parent/carer feedback;
- teacher assessment;
- intervention evidence;
- advice from external professionals.

Where appropriate, leaders will ask:

Barrier → Provision → Outcome → Evidence of Impact

The school will use this information to decide whether provision should:

- continue;
- be adapted;
- be increased;
- be reduced;
- be replaced; or
- cease.

This approach supports the effective use of school resources and ensures that provision remains responsive to pupil need.

Staff Responsibilities

The Headteacher and Senior Leadership Team

The Headteacher and senior leaders are responsible for ensuring that inclusion is embedded across the school and that statutory duties are met.

They will:

- promote an inclusive ethos;
- ensure appropriate policies and systems are in place;
- monitor the quality and impact of provision;
- ensure staff have appropriate training and support;
- ensure reasonable adjustments are considered;
- work with governors to monitor inclusion and SEND.

The SENCO

The SENCO will coordinate the school's SEND provision and work with pupils, families, staff and external professionals.

The SENCO will:

- support the identification of SEND;
- coordinate SEND support;
- advise on appropriate provision and adaptations;
- support the assess-plan-do-review cycle;
- work with parents/carers and pupils;
- liaise with external professionals;
- contribute to EHCP processes and annual reviews;
- support staff development;
- monitor the effectiveness of SEND provision;
- contribute to school improvement planning.

Teachers

Teachers remain responsible for the progress, development and inclusion of pupils in their classes, including pupils with SEND.

Teachers will:

- identify and respond to barriers to learning;
- provide high-quality inclusive teaching;
- implement agreed adaptations and provision;
- maintain high expectations;
- monitor pupil progress;
- contribute to the assess-plan-do-review process;
- seek advice where appropriate;
- work positively with pupils, families and colleagues.

Teaching Assistants and Support Staff

Teaching assistants and support staff will work under the direction of teachers and relevant leaders.

Their role is to support access, participation, learning and independence rather than create unnecessary dependency.

Where appropriate, support staff will contribute to the implementation and review of individual provision.

Governors

The governing body will maintain appropriate oversight of SEND and inclusion.

Governors will seek assurance that:

- statutory duties are being met;

- pupils with SEND are able to access education;
- reasonable adjustments are considered;
- SEND provision is monitored;
- resources are used appropriately;
- leaders evaluate the impact of provision;
- pupils and families are appropriately involved.

Extra-Curricular Provision

Extra-curricular provision, including after-school clubs, concerts, workshops, trips and visits, are a valuable part of school provision that can develop and promote individual strengths.

Whole-school planning, alongside pupil voice and consideration of individual needs, ensures that activities offered celebrate diversity, enrich the curriculum experience and meet the needs of all children within the school.

Reasonable adjustments will be considered where necessary to support disabled pupils to participate.

Review and Continuous Improvement

Inclusion is an ongoing process rather than a fixed set of arrangements.

We will continually review what we do by asking:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are barriers being identified and addressed?
- Are pupils becoming increasingly independent?
- Are pupils and parents/carers involved in decisions?
- Is our provision having the intended impact?
- Are we successfully promoting equality and preparing pupils to live in a diverse society?

Summary

At Holy Trinity, we value each child as a unique individual.

We strive to meet the needs of all our children and ensure that we meet our statutory responsibilities relating to inclusion, SEND, disability and equality.

Our commitment is to provide an inclusive environment where every child can belong, participate, learn and flourish.

We believe that inclusion is everyone's responsibility and that effective inclusion is achieved when barriers are identified early, appropriate provision is put in place, pupils and families are listened to, and the impact of our actions is evaluated carefully.

