



St Saviour's Inclusion Policy

January 2022

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St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

Care like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

Respect for God

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

Inspire the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

The Foundations of the Vision based Deeply Christian Serving the Common Good

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

1 Introduction

- 1.1 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to 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 a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
- This policy should be read in conjunction with: SEND policy 2018 and St. Saviour's School Report 2022.

2 Aims and objectives

- 2.1 St. Saviour's is a fully 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 within our school:
- girls and boys
 - disadvantaged pupils (Free School Meals and Ever6)
 - minority ethnic and faith groups
 - children who need support to learn English as an additional language
 - children with special educational needs
 - children with disabilities or medical needs
 - academically more-able children
 - children who are at risk of disaffection or exclusion
 - travellers
 - service families
 - asylum seekers
- 2.2 The National Curriculum and Early Years Profile are our starting points 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, recognising these groups may be fluid and responding with flexibility;
 - providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)
- 2.3 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 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 we successful in promoting racial harmony and preparing pupils to live in a diverse society?

- the data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities through the use of extensive provision and class inclusion maps.

3 Teaching and learning style

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the head and deputy set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to consider 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 school. The SENDCo plans evidence-based interventions for pupils who need support to 'close the gap' and for gifted and talented/high achieving pupils to make even more progress.
- 3.2 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. Plans are implemented and targets set at a suitable level, including the use of P Scales. 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.
- 3.3 St. Saviour's teachers provide quality first wave teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged pupils, gifted and talented pupils, and SEND pupils. These staff members work with pupils identified at Pupil Progress Reviews and they provide the SENDCo and SLT with regular feedback on pupil progress.
- 3.4 Teachers are familiar with the Equal Opportunities legislation covering race, gender and disability.
- 3.5 Teachers ensure that all 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;
 - 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.

4 Children with disabilities

- 4.1 Some children in our school have disabilities. 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. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan 2016

identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

4.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

4.4 Teachers ensure that the work undertaken by disabled 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 in which 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 both to learn about light in science, and also 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.

5 Disapplication and modification

5.1 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 specialists to support the child.

5.2 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 and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

5.3 Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education Health Care Plan;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- use of the NAA guidelines, updated annually.

6 Academically more-able children

Aims and Objectives:

St. Saviour's School works to recognise and realise the potential of every child in our community. Provision for 'academically more-able' children is one part of ensuring the entitlement of all children to an appropriate education.

- to foster an achievement culture throughout the school which celebrates both effort and

achievement in a wide range of areas

- to identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- to provide an appropriate challenging curriculum for exceptionally able or highly attaining pupils, through enrichment/study support beyond it.
- to signpost additional challenge and talent development using external agencies where appropriate.
- to support and make more effective the transition of highly attaining pupils to secondary school

6.1 Definition:

The DfE and Ofsted define the more able in terms of those whose progress and attainment significantly exceeds age-related expectations.

6.2 Identification of academically more-able' children:

Identification is key to meeting the needs of academically more-able pupils. The DfE requires census nomination of around 5-10% of the school population. There is no one objective measure, nor is child development linear, so pupils may "drop" in and out of the lists, from year to year. However, we use some or all of the following recommended methods to ensure good professional judgements about whom our academically more-able' pupils are at any one time:

1. Teacher nomination (including reference to the DCSF checklist)
2. Pupil tracking and assessment of work (challenging targets)
3. Parental information on gifts, talents and out of school activities
4. Discussions with children and observations in all subjects

This roughly corresponds to between 1 and 5 pupils per class and typically includes pupils performing two bands above expected norms, and/or demonstrating *exceptional* skill(s) within their class. But as final responsibility lies with the school, the Inclusion leader and Leadership Team seek to ensure that a balance of professional and objective assessments will be considered in determining the balance and composition of the required ("10%") cohort. The school's decision is final, though parental objections shall be logged.

A letter and information leaflet is sent home to parents to inform them if their child has been identified as being gifted or talented; they are welcome to attend a meeting with the Inclusion leader to discuss this further. Children's names are then kept on an academically more-able register, which forms part of the Inclusion Register.

Identification is an on-going process aided by assessment (both formative and summative) and by provision. Termly Pupil Progress Reviews are used to identify possible academically more-able children, with particular care taken to focus on those underachieving able children in each cohort. Consultations with the Inclusion leader and Specialist Teachers in school i.e. Music teachers, sports coaches etc., is also part of the identification process. Parents can nominate their children by sharing successes and interests promoted outside of school.

Other examples of identification include:

- Prior attainment records
- Optional SATs scores
- Teacher assessments
- Class profiles
- Discussion with parents
- Subject specific checklists
- On-going assessment using open/differentiated tasks (identification through provision)
- Collation of evidence (i.e. individual pupil's work)

6.3 Provision:

The NACE challenge framework is a useful tool to help the school:

- a. benchmark progress towards outstanding provision for exceptional / more able pupils
- b. benchmark policy, pedagogy and provision against nationally recognised good practice
- c. ensure that the full range of interventions are being considered for such children.

A systematic, whole-school focus on developing good or outstanding lessons also seeks to ensure the active engagement of exceptionally able / high achieving pupils. The NACE Challenge Framework is used as a self-evaluation tool and to provide the next steps in a whole school approach to provision for all.

Regular professional training for the Inclusion Leader is offered. Training can also be whole school or target key workers. This is followed by “cascading” to appropriate staff, to ensure a specific focus on upward differentiation and extension work throughout the school. This can be done through:

A. Strategies within the classroom

- varied and flexible grouping within a year group
- withdrawal of very able children for higher level work within small groups
- upward differentiation/extension in schemes of work
- teaching thinking skills in a subject context e.g. problem solving, decision making
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging targets
- enabling children to evaluate their own work

B. Study Support

We provide a variety of enrichment opportunities which include

- a wide range of extracurricular activities and clubs
- opportunities for artistic, musical, dramatic and sporting development
- enrichment opportunities within and beyond the core subjects
- visits, experts, master classes
- competitions, in sport, chess, mathematics and other areas
- information about school holiday activities
- appropriate pastoral care

6.4 Responsibilities:

The Leadership Team is responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for the gifted and talented
- monitoring the implementation of the agreed policy
- compiling and maintaining an up to date register of gifted and talented children
- developing expertise in this area through appropriate INSET
- sharing expertise with other staff and directing them to appropriate INSET
- supporting and monitoring curriculum planning which ensures differentiated provision
- ensuring the transfer of relevant information on the cohort to secondary schools
- coordinating provision for children on the register
- purchasing, organising and sharing resources (including support staff and other adults) to facilitate the teaching of more able children

- collecting examples of exceptional work (dated and levelled) to inform a whole school portfolio

The Class Teacher is responsible for:

- identifying the exceptionally able / high achievers in their class (using the agreed school criteria and other sources of ongoing evidence)
- setting appropriate targets
- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge, stimulate and inspire
- reporting to parents and others on progress
- monitoring performance

6.5 Monitoring and Evaluation:

The class teacher is responsible for reporting on the progress of the gifted and talented children within his/her class. The evaluation of this progress is done against national benchmarks and the targets set for individuals. This is done via the school's Pupil Progress monitoring policy which includes tracking and observation processes.

The school seeks the views of gifted and talented children via a termly Pupil Voice Survey. This information is analysed by the Inclusion Lead and Senior Leadership Team in order to adapt and amend provision.

This policy and its effectiveness will be reviewed by the Senior Leadership Team.

7 Provision for the improvement in achievement for pupils from Ethnic Minority Groups and EAL speakers

Rationale:

The needs of pupils from Ethnic Minority groups and EAL speakers within the school constantly change and are frequently diverse. A working assumption is that over 26% of the pupils in this school have English as an additional language in their homes. There are additionally pupils for whom English is the common language of the home but is not the mother tongue of one or both parents. Pupils from Ethnic Minority groups where English is the home language (who may under-achieve because of cultural and previous educational experiences) are also covered by this policy. The language development of all groups needs to be monitored to ensure that appropriate support can be provided for those pupils to have access to the whole curriculum.

7.1 Aims:

The aims for the achievement of Ethnic Minority groups are the same as the overall aims of the school.

At St. Saviour's School we intend to provide equality of opportunity for all minority groups. This is in line with the requirements of the Race Relations Act 1976 (Amendment 2000). Specifically, the aims are:

- to meet the particular needs of pupils for whom English is an additional language (EAL)
- to raise standards of achievement for those minority groups who are particularly at risk of under-achieving

The National Curriculum secures entitlement for all pupils to a number of areas of learning. We encourage all pupils to achieve the highest possible standard and to develop the knowledge, understanding, skills and attitudes that are necessary for their development as responsible citizens.

We ensure that the curriculum reflects the experience, contribution and achievements of pupils from the school's different communities.

We ensure that the school's Equal Opportunity, Anti-racism and Anti-bullying policies are translated into practice and monitored systematically.

7.2 Teaching Methods:

Teachers support EAL pupils in developing their spoken and written English by/ through:

- teaching which identifies a clear language focus for pupils' learning and exploits the language potential of every learning activity
- building on pupils' experience of language at home and encouraging them to transfer their skills from one language to another
- recognising that speech is the key to thought and language, therefore encouraging talk in every area of the curriculum, e.g. through talk partners, small group discussions and speaking and listening approaches
- ensuring that there is adequate opportunity for oral expression and using talking to support writing
- ensuring that vocabulary work includes technical as well as everyday language
- ensuring that tasks are differentiated to suit individual language and learning needs
- providing models of well-constructed English across a broad range of genres
- using accessible texts which are age and language level appropriate
- ensuring that, wherever possible, concrete learning situations are created using visual aids,

- artefacts etc
- providing support through ICT, DVD and audio materials, English and home-language dictionaries
- considering previous schooling

EAL pupils participate in all classroom activities including:

- teacher instruction to whole class
- whole class discussion
- group and paired discussion (talk partners)
- individual, guided and paired (if appropriate) reading
- drafting and reviewing writing
- role-play and improvisation
- presentation

7.3 Curriculum Access:

All pupils follow curriculum requirements of the Foundation Stage and the National Curriculum. This applies equally to EAL pupils. Access to maths and literacy is provided as appropriate. Where necessary, EAL pupils have a Teaching Assistant, who may work to support them in additional small group or 1:1 situation.

Specific support is given to EAL pupils with SEND. At the Foundation Stage, support is given by:

- building on pupils' experience of language at home
- providing a wide range of speaking and listening opportunities
- providing bi-lingual support, possibly from older pupils, if needed
- providing books and story-tapes in home language if possible.

7.4 Assessment and Monitoring:

All teaching staff attend Pupil Progress Reviews on a termly basis with the Leadership Team and the Inclusion leader. The purpose of this meeting is:

- to establish levels of English across the school and to complete any administrative tasks related to this
- to provide INSET training, advice and support on the subject of EAL to teachers

We use the QCA guidelines, "A Language in Common: Assessing English as an additional language (2000)" to assess pupils' language development. An EAL register of pupils is maintained and levels are reviewed termly; this forms part of the school's Inclusion Policy. This information is used to adapt and target support.

Statutory assessment arrangements of the National Curriculum allow us to make certain allowances for EAL pupils to

- translate words or phrases in KS1/KS2 Maths and Science tests and tasks
- exempt from KS2 tests pupils who have arrived in this country at Key Language Acquisition Stage 1, within a specified time-scale

7.5 Targets:

Short-term targets are set by class teachers and/or outside professional agencies, with the advice and support of the Inclusion leader, during termly Pupil Progress Review meetings. EAL pupils, new to English, are classed as EAL beginners for their first two years in the English educational system. EAL pupils, who are not EAL beginners, should achieve KS2 levels commensurate with their peers.

7.6 Policy for newly arrived children with EAL:

1. Initial inquiry - Following an initial inquiry from a parent/guardian, an appointment is made to enable the parent/guardian to visit the school.
2. Appointment - When the parent/guardian visits the school they are shown round and routines are explained. A copy of the school prospectus is given to the parent/guardian. The parent/guardian is asked to complete an enrolment form for each child.
3. Before starting school - At least two days before a child starts, the class teacher and class are informed. A copy of the enrolment form is also given to the Inclusion leader. The class teacher prepares books for the child and the teacher liaises with the Inclusion leader to ensure that any relevant resources are in place.
4. Starting school - The teaching assistant for that class will support that child with settling in, for the first part of the day. A child in the class then becomes the "buddy", looking after them for the rest of the day and thereafter if appropriate.

The child may then have small group speaking and listening support sessions.

7.7 Parents:

The school has active and regular contact with parents and carers through:

- informal meetings
- formal meetings with class teachers, three times a year
- attending parenting classes
- attending social events, concerts, sports days, etc.
- being encouraged to participate in the life of the school by accompanying pupils on trips etc

7.8 Analysis of Ethnic Minority Groups:

Ethnic Minority children are included in our programme of monitoring and moderation.

8 Inclusion and racism

- 8.1 The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). 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 are now recorded and reported to the local authority and the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

9 Summary

- 9.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

10 Governors

- 10.1 Our governors for Inclusion are Philippa Downs and Aune Turkson-Jones. Governors are regularly updated with the policies and review SEND and Inclusion.

11 Monitoring and review

- 11.1 This policy is reviewed by the staff and the governing body, and will be reviewed annually.

Dated: January 2022

Review: January 2022