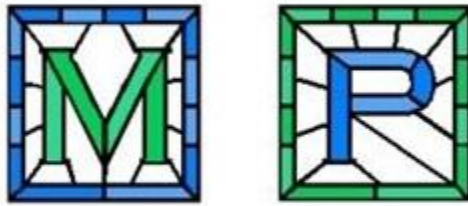


Monkfield Park



**Primary School and
Care & Learning Centre**

Inclusion Policy

Approved by the Governing Body in:

Autumn 2023

AIMS AND OBJECTIVES

- To create an inclusive school, catering for diverse needs and working in partnership with parents/carers.
- To create an environment that meets the needs of all children so they can achieve their learning potential and engage in activities alongside their peers.
- To aim to make equality of opportunity a reality for our pupils through full access to a high quality, meaningful and appropriate creative curriculum.
- To ensure that current Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.
- To foster independent learning and raise achievement through careful target setting.
- To aim to monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To carefully map provision for all vulnerable learners to ensure that staff deployment, allocation of resources and the choice of interventions lead to good learning outcomes.
- To provide support for children with medical conditions by consulting with health and social care professionals to ensure that they are fully included in all school activities.
- To aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.
- We will achieve educational inclusion by continually reviewing our practice and asking key questions:
 - Do all our pupils achieve as much as they can?
 - Are there differences in the achievement of different groups of children?
 - What are we doing to support those pupils who are not achieving their best?
 - How are we involving parents and carers?

OUR VISION

At Monkfield Park we have high aspirations for every child and aim to provide an inclusive curriculum appropriate for all children. We believe all children have a right to an education based on their level of understanding which enables them to: acquire a wide range of skills and abilities; develop their imagination and creativity and expand their thirst for learning. Our aim is to provide a stimulating and supportive environment where all children can achieve using age appropriate differentiation as required.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. We provide a particular focus on the provision and achievement of different groups of learners:

- Girls and boys, minority ethnic and faith groups, travelers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who have disabilities
- Those who are looked after by the Local Authority
- Others such as those who are sick, those who are young carers, those who are families in stress
- Any learners who at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

This policy should be read in conjunction with the SEND policy, Equalities Scheme and Action Plan and Accessibility Plan.

HOW DO WE SUPPORT INCLUSION AT MONKFIELD PARK?

ROLES AND RESPONSIBILITIES

Everyone is responsible for inclusion. The governing body, the head teacher, the INCO's and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The class teacher ensures that 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 challenging targets that enable them to succeed;

- Have their specific barriers to learning identified;
- Participate fully, regardless of disabilities or medical needs.

The Inclusion Co-ordinators (including the role of SENCo):

- oversee the school's special needs and inclusion policies;
- write and review the SEN Information Report;
- write and review the Pupil Premium Strategy;
- determine how best to spend the school's pupil premium allocation to maximise the achievement of eligible pupils;
- identify barriers to learning for disadvantaged children, in conjunction with the class teachers, and how to effectively remove them;
- co-ordinate provision for children with any additional needs and is responsible for over-seeing the provision map;
- work in partnership with the parents/carers;
- carry out observations of children within vulnerable groups to monitor their progress;
- co-ordinate the training of staff and Governors; in co-operation with the Headteacher and the Director for Professional Development;
- work in partnership with external agencies;
- line manage the Teaching Assistants.

At Monkfield Park the role of SENCo is held by the Inclusion Co-ordinators (INCOs).

The Inclusion Managers and SENCos at Monkfield Park Primary School are Mrs Kate Major and Mrs Paula Ray. They are the Deputy Headteachers, member of the Senior Leadership Team and report to the Headteacher.

The Pupil Premium Champion:

- works in conjunction with the INCO and the Director of Pupil Achievement to prioritise provision for children eligible for pupil premium funding;
- supports identified pupils using a range of high quality targeted intervention programmes;
- analyses termly progress and attainment data for pupils eligible for pupil premium funding and determines priorities for improvement;
- monitors the academic progress of pupils eligible for pupil premium funding on a termly basis and shares the analysis with stakeholders;
- evaluates the impact of interventions on eligible pupils' and shares findings with stakeholders.

The Pupil Premium Champion is Mrs Nikki Flack. She is responsible for supporting children who are eligible for Pupil Premium funding.

The Headteacher:

Has overall responsibility for:

- management of the policy for assessment and provision for children from vulnerable groups including those with special educational needs;
- the spending of the school's notational budget and pupil premium funding;
- keeping the Governors informed regarding the progress of and provision for children from vulnerable groups.

The Headteacher is Mrs Annie Howell.

All staff can be contacted via the School Office on All can be contacted via the school office by telephoning 01954 273377 or by e-mail: office@monkfieldpark.cambs.sch.uk

The Governor responsible for Inclusion is Jane Crowden who meets each term with the INCOs to discuss Inclusion strategy and the provision for identified groups. She can be contacted via the School Office on the above contact details.

WHOLE SCHOOL ACTIONS TO SUPPORT INCLUSION

- The planning and delivery of a curriculum that is designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment;
- Set achievable targets in English and Maths for all pupils;
- Regularly tracking of pupil attainment and analysis of pupils who may not have made the expected progress from their starting points;
- The planning and delivery of additional provision to support pupils who are underachieving;
- Induction of pupils new to this country;
- Consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions;
- Working in partnership with parents and outside agencies;
- Addressing racism, sexism and bullying through our PSHE curriculum.

CHILDREN WITH DISABILITIES

Some children in our school have disabilities and as a school, we are committed to meeting the needs of these children. Our school fully meets the requirements of the Disability Discrimination Acts that came into effect in 2010 and our Equality Action Plan sets out how we put the DDA into practice.

Our Accessibility Plan outlines how we are committed to providing an environment that allows disabled children full access to all areas of learning and how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. 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.

PARTNERSHIPS WITH PARENTS AND CARERS

Partnership plays a key role in enabling children and young people to achieve their full potential. Monkfield Park values working in partnership with all parents/carers and we will seek to involve parents/carers in all decisions about their children. The views of parents/carers will be sought at all stages of assessment and provision.

The school, in conjunction with other agencies, will endeavour to provide translations in the main community languages, and/or a tape recording if necessary.

Communicating and working with parents/carers will involve:

- having positive attitudes towards parents/carers, respecting the validity of differing perspectives;
- providing user-friendly information and procedures, and being aware of the needs parents/carers might have in respect of a disability or communication and linguistic barriers;
- recognising the pressures a parent/carer may be under because of the child's needs;
- acknowledging the importance of parental/carer knowledge and expertise in relation to their own child;
- gaining parental permission before referring them to others for support;
- informing them about support organisations and the Parent Partnership Service when SEND are identified;

- ensuring the website contains details of our policy for special educational needs and the special educational needs information report, including the arrangements made for children in our school with special educational needs.

CHILD PARTICIPATION

“Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken account in any matters affecting them. The view of the child should be given due weight according to the age, maturity and capability of the child.”

United Nations Convention on the Rights of the Child

At Monkfield Park we have an ethos of respect, trust, care, quality and value. We actively encourage and support child participation in all areas of school life. Children should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. In particular, we:

- ensure access for all children to the activities within the whole life of the school;
- value class and school councils and use many support systems (see P.S.H.E and Positive Behaviour policies);
- acknowledge and respond to the need for training and encouraging the children to take part ‘right from the start of their education’;
- have a genuine commitment to child participation;
- make special arrangements to help those children with specific needs, e.g. hearing impairment, communication difficulties;
- value the role of the child in setting, monitoring progress and reviewing targets for his/her ISP;
- encourage children to contribute to the Statutory Assessment Process, where appropriate.

ADMISSIONS POLICY

The currently agreed admissions policy makes no distinction as to children with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child, for any parent/carer who wishes to register at the school. In the case of children with an EHCP, the Inclusion Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child.

No child will be refused admission solely on the grounds that she/he has special educational needs, and we consult with the LA to provide appropriate resources. At Monkfield Park, children could be admitted to attend mainstream lessons but be registered at a specialist school. Throughout the academic year children with an EHCP could be admitted. The school makes reasonable adjustments to accommodate these children.

ALLOCATION OF RESOURCES

The Governors, through the Finance and Resources Committee, will allocate funds to meet the needs of children within vulnerable groups, including those with special educational needs. At the meeting of the Governing Body, which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA. The budget is reviewed regularly.

The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the children in the school who are in vulnerable groups.

The Governors require the Headteacher and InCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of all children, as appropriate.

IN-SERVICE TRAINING OF STAFF AND TRAINING FOR GOVERNORS

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all staff with regard to supporting children from all vulnerable groups, including those with special educational needs or disabilities. The school's in-service training plans will be reported to the Governors, and will include details of training for class and subject teachers, the InCo, Teaching Assistants and all staff.

The InCo will assist in the provision of training for all staff. In particular she/he will form links with the Local Authority's SEND services, and other schools to devise and share training opportunities. The Governors will give appropriate priority to training specifically on special educational needs responsibilities, assessment and provision when drawing up their own plans for Governor training.

INCLUSION AND RACISM

The diversity of our community 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 recorded and reported to the Governing Body by the Headteacher. The school contacts parents and carers of those pupils involved in racist incidents.

MONITORING AND EVALUATION OF THE INCLUSION POLICY

The InCo monitors the provision for and progress of children from vulnerable groups and provides staff and governors with regular summaries of the impact of this policy on the practice of the school. The InCo and the Headteacher hold regular meetings to review the work of the school in this area. In addition the InCo and the named governor with responsibility for Inclusion also meet regularly to review impact.

COMPLAINTS

We aim for a close working partnership with parents and if a parent is anxious or unhappy about any aspect of their child's education we ask them to approach the school. We would ask where possible that in the first instance these concerns are shared with their child's class teacher. If the problem is not resolved, reference should be made to the INCO before discussion with the Headteacher. Parents will be referred to the school's complaints policy. If satisfaction is not achieved through discussion, the complaint is referred to the Inclusion Governor. In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support for example from SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) – is a free statutory service that provides information, advice and support to parents/carers.