



INCLUSION POLICY

Ben Rhydding Primary School

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

Equality Act 2010

Education Act 1996

Children and Families Act 2014

'Special educational needs and disability code of practice: 0 to 25 years' 2015

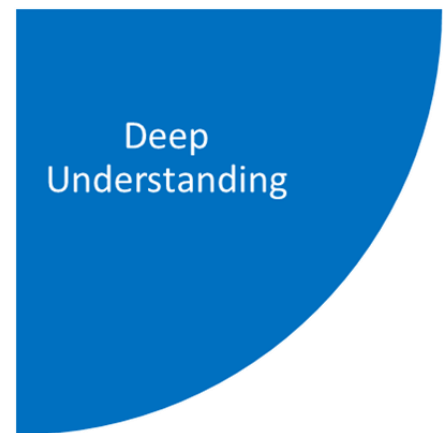
Review in April 2024



The focus of the New Ofsted Framework 2019, puts teachers and leaders in a position as ‘designers’ of the curriculum. Ben Rhydding has developed its intent for the curriculum, by developing the ‘big ideas’ that are the key disciplinary ideas and principles we want pupils to develop on their journey through school and beyond. These are more than objectives; these are a unification of knowledge in context; knowledge that leads to skills. As part of this process, pupils are encouraged to develop their own key inquiry questions and are allowed room to contribute and enjoy the intrinsic value of the subject. This is encouraged through classroom talk, understanding subject specific vocabulary and drawing out connections and themes in each subject.



The term ‘mastery’ has been used to mean developing expertise to a deeper level for ALL pupils. We expand this to mean: pupils will experience a clear teaching sequence which allows them to review learning, view quality models of learning and develop a voice in learning through oracy. They will give, receive and use targeted feedback that promotes motivation and self-regulation. With variation of learning experiences including opportunities for peer teaching and independent problem solving, pupils at Ben Rhydding, thrive and ask for challenge, understanding this can take the form of group work, investigations, debate or problem solving. Interleaving of content and quizzes as formative assessment ensure learning is not just ‘experienced’ but ‘remembered’.



Pupils at Ben Rhydding will be encouraged to learn from and expect mistakes in their learning. Teachers both model good practice but also invite critique and challenge, communicating that all learners are part of an inclusive learning community; pupils know what to expect when they fail. They develop a growth mind-set through school based on an understanding of themselves as a learner. This understanding comes through feedback, through parents evening, classroom routines that promote independence and self-questioning. Furthermore we focus on the development of a child’s mental health, their ability to use strategies, seek support and find their own pathway through school, recognising at various times, support will be needed.



As part of the ‘expansive curriculum’ at Ben Rhydding, teachers communicate and share the ‘why’ of learning. Curriculum planning allows opportunity to Entry Points (experts, visits) and Exit Points (quizzes, exhibitions) and real life purposes for learning to develop motivation and immersion in the learning experience. Links with the local and national community are planned for across a range of subjects and on occasion through whole school initiatives. House Days, Open Classrooms and Projects with the local community help develop a purpose for their learning. Learning is shared regularly, across school and outside school and celebrated. Pupils can be seen using their skills and knowledge in other contexts.



Statement of intent

Ben Rhydding Primary School values the individuality of all pupils; we are committed to giving pupils every opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

The ultimate purpose of inclusion is to enable pupils to flourish in adult life. Ben Rhydding Primary School aims to increase the level and quality of inclusion within school, while protecting and enhancing specialist provision for those who need it.

Roles and responsibilities

The governing board will ensure that inclusion provision is of a high standard, and will regularly evaluate the effectiveness of the provision against the Inclusion Policy.

The head teacher will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing board.

Teaching staff will regularly evaluate pupils' progress and liaise with the inclusion team and SENDCO.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

Teaching assistants who support the inclusion of pupils will be supervised to ensure they fulfil their duties.

Aims and objectives

Ben Rhydding Primary School aims to be an inclusive school. We actively seek to increase the level and quality of inclusion within our school, while protecting and improving specialist provision for those who need it.

Taking into account pupils' experiences and needs, we form strong partnerships with parents, the LA and external agencies, such as health and social care services, and offer a broad and balanced curriculum to ensure that all pupils have every opportunity to achieve the highest standard of education.

Ben Rhydding Primary School has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, or other members of the school community because of the following:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Pregnancy or maternity
- Being adopted or permanently placed
- Family situation



Planning and teaching

Ben Rhydding Primary school will make every effort to meet the learning needs of all pupils: enabling full access to all aspects of school life. We undertake to deliver the National Curriculum (2014) through high quality inclusive teaching and learning environments.

Teaching staff will plan their supportive approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve. Teachers will also ensure that all teaching assistants have access to relevant planning so they can support pupils appropriately.

Specific action will be taken to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Ensuring pupils are motivated.
- Using appropriate assessment approaches, such as teacher observations.
- Setting targets that are achievable and positive for individual pupils.
- Developing positive relationships with pupils and parents/carers.
- Setting appropriate learning challenges.
- Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of pupils.
- Lesson plans will vary to meet the needs of individual pupils and pupil groups.

Lessons for pupils who are gifted and talented will include:

- Tasks which demand higher thinking skills.
- Access to advanced resources or materials that support the level of challenge.
- Fast-paced challenges that will motivate pupils.
- Creative learning tasks which encourage pupils to make judgements.
- The opportunity to take risks in an organised exercise, to learn from failures and work collaboratively.
- Authentic tasks with the opportunity for choice and personalisation.

Lessons including pupils with EAL will include:

- Access to dual language texts, posters and displays.
- Working collaboratively with other pupils, both with EAL and those whose first language is English.
- Access to word banks.
- Opportunities for visual literacy techniques.
- Opportunities for discussions and co-operative learning.
- Promoting and celebrating diversity whilst avoiding stereotyping.
- Planned learning opportunities which reflect the backgrounds of pupils in the class.
- Full immersion in the English Language.

Ben Rhydding Primary School understands that such learning experiences will benefit all pupils, as such teachers will use an inclusive model of provision that provides all pupils with the opportunity to participate fully in lessons. Teachers will also ensure that pupils understand the role they play in ensuring their own progress as well as understanding what behaviour is expected in different circumstances and environments.



Pupils with SEND

Ben Rhydding Primary school aims for the early identification of pupils with SEND through the monitoring of achievement and regular observations. The SEND Local Offer summarises how Ben Rhydding Primary School works within the local community, with local schools and agencies, to provide an inclusive offer to all pupils with SEND.

We aim to ensure equal opportunity for all pupils with SEND. (see SEND Policy for more detail)

Ben Rhydding Primary school is committed to delivering an environment that provides pupils with full access to all areas of learning. This might be done by e.g. modifying lessons, adjusting expectations; differentiation, or adapting resources or environments.

Teachers will always take into account the learning pace of pupils with SEND. Learning will be adapted and alternative activities in subjects will be provided where pupils are unable to operate certain tools or equipment.

Pupils will have opportunities to take part in educational visits and activities related to their studies. To ensure pupils with disabilities can participate, reasonable adjustments will be made.

Approaches that allow pupils with visual or hearing impairments to access the curriculum will be embraced; for example, the use of visual resources or hearing aids.

Monitoring and review

Ben Rhydding Primary School's inclusion managers are Peter Timms (Deputy Head) and Sandy Leach (SENDCO). The inclusion managers will ensure that meetings take place fortnightly, to review the progress of pupils on the inclusion register and to ensure compliance with the Inclusion Policy.

The inclusion managers will review this policy every two years, alongside the governing board, to ensure all relevant policies and practises are up-to-date and compliant with statutory requirements.

Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy.