

Inclusion Policy

Moston Lane Community Primary School



Article 24

Health, water, food, environment. Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in.

Updated	September 2025
Reviewed	Annually
Headteacher	Mrs E Hardwick
Date of ratification	
Chair of Governors	



INCLUSION POLICY

HEAD TEACHER: Elizabeth Hardwick

LINK GOVERNOR: Louise Rolfe

INCLUSION MANAGER: Kate Milnes

VISION AND VALUES

"Inclusion is not a strategy to help people fit into systems and structures which exist in our society; it is about transforming those systems and structures to make it better for everyone."

At Moston Lane successful inclusion should result in every pupil:

- feeling safe, confident and happy at school
- making the best progress and enjoying their time at school
- having a belief in themselves as a learner
- feels like a valued member of the school community

Moston Lane Primary school endeavours to achieve maximum inclusion of all pupils, including vulnerable pupils, whilst meeting their individual needs. Teachers ensure that learning opportunities are adapted and they provide resources that are appropriate to the pupil's interests and abilities. This ensures that all children have access to a broad and balanced curriculum, where provision is tailored to the needs and abilities of pupils, no matter how varied.

AIMS AND OBJECTIVES

The Inclusion Policy at Moston Lane Community Primary Schools aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND, EAL and pupils with protected characteristics
- Set out how the school will:
 - Support and make provision for pupils with SEND, EAL or protected characteristics
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have additional needs
 - Ensure a high level of achievement for all
 - Communicate with pupils and parents or carers and involve them in discussions and decisions about support and provision for the pupil

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND, EAL or protected characteristics
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the inclusion policy is understood and implemented consistently by all staff.

LEGISLATION AND GUIDANCE

The Inclusion Policy at Moston Lane Community Primary School is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

- This policy is also based on the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

ROLES AND RESPONSIBILITIES

All staff at Moston Lane have a responsibility for maximising achievement and opportunities for vulnerable pupils. Specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The Governing Body

The governing board is responsible for making sure the following duties are carried out:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child

- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND, EAL or protected characteristics
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

The SEND link governor is Louise Rolf

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the inclusion policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

SENCO

The SENCO at Moston Lane Primary School is Kate Milnes. They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding inclusion, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Class teachers are responsible for:

- Ensuring they follow the SEND policy and the SEN information report
- regularly assessing all pupils in order to identify the progress of all vulnerable pupils
- making provision, through well-planned and adapted curriculum that is designed for all pupils to reach their potential
- making regular meetings with the inclusion manager, head teacher and subject leaders to confirm and support decisions on identification
- taking the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class.
- writing IEPs and SEND support plans in collaboration with the SENCO and parents
- teaching pupils alongside their peers in their class base and taking a lead role in managing and creating the classroom environment
- supporting transition from one class to another; ensuring the next class teacher has all relevant information
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parents or carers in any decisions made about the pupil.

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

At Moston Lane Primary school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Special Educational Needs

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- o has a significantly greater difficulty in learning than the majority of others of the same age, or
- o has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A child or young person does not have a learning difficulty or disability solely because the language in which he or she is or will be taught is different from a language which is or has been spoken at home.’
(Child and Families Act 2014 s20)

Disabilities

A child or young person has a disability if:

- o they have a physical or mental impairment, and
- o the impairment has a substantial and long-term adverse effect on the pupil’s ability to carry out normal day-to-day activities **(Equality Act 2010 s6)**

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area of need, at the relevant time.

Area of Need	Description
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Moston Lane Community Primary Schools

Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Identification

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special educational provision in place (see Appendix 1). At Moston Lane the graduated follows these steps:

- **Assess:** the school will assess the full needs of the child through on-going teacher assessment, consultation meetings with parents and any reports from outside professionals. The full assessment will inform what interventions are best suited for the needs of the pupil.

Class teachers at Moston Lane will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

- **Plan:** When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- **Do:** the class teacher will retain responsibility for the pupils' overall progress but there may be some interventions that take place both in and outside the classroom.
Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
- **Review:** The progress the pupil makes within any intervention will be reviewed at the end of an agreed time. Then the Inclusion Manager, class teacher and parents will plan the most appropriate next step.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (**Code of Practice, S6 2015**).

Levels of Support for Pupils at Moston Lane

At Moston Lane there are three levels of support:

Universal Provision

- The class teacher will deliver quality first teaching for all pupils.
- Lessons will be well planned and adapted so that pupils make good or better progress.
- Progress will be formally and informally measured every half-term.

School-based SEN Provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. They will have the support of:

- Small group interventions
- A Pupil Passport
- Access to Learning Plan

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Teachers will create and store documents on Edukey.

At Moston Lane if a pupil has not made expected progress, despite appropriate intervention, the school can apply to the Local Authority for additional funding. An Education Health and Care plan will be issued if it is found that a pupil has significant and lifelong difficulties. This will be reviewed every year to ensure it stays relevant to the needs of the pupil.

Education, Health and Care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The pupils will have the support of:

- appropriate outside professionals
- An Individual Support Plan or SEND support plan will be written in conjunction with parents, class teacher and SENCO.
- Specific targeted interventions for individuals. These pupils may have specific needs that require the support from outside professionals.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA

On the census these pupils will be marked with the code E.

Access Arrangements

At Moston Lane a small number of children may require additional arrangements to enable them to take part in assessments. The adjustments must be based primarily on normal classroom practice for pupils, they must not provide an unfair advantage. The support given must not change the question and the pupil's answer must be their own.

At Moston Lane we will allow the pupil:

- additional time to complete the test
- to use a scribe if he or she is unable to write or finds writing very difficult or uncomfortable

- access a reader in maths
- make a transcription of their writing if it is difficult to read

The support given in formal assessments should be based on the support routinely given in the classroom.

Attendance

By law, all children of compulsory school age must receive a suitable full-time education. Once registered at a school, parents are legally responsible for making sure their child regularly attends the setting – this includes children with a special educational need.

Research has highlighted how children with a statement of Special Educational Need (SEN), or Education, Health and Care (EHC) plan have lower attendance rates than children without. It is important that children with SEN are not unnecessarily disadvantaged by irregular attendance.

All children are likely to have unforeseen absences due to illness but, for a small number of children, regular attendance is not always possible. When pupils have longer absences (due to medical or SEN conditions) school will draw up a support plan and consider whether to refer children for specialist services.

Where attendance is a concern and the child has an Education, Health and Care plan, the school will work with the parents to consider whether the plan needs to be reviewed or amended.

A SEN diagnosis should not be used as an excuse for the child attending school less frequently than they are able to or achieving lower grades than they could have attained, had the right support been in place.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Definition

The term EAL is used to refer to pupils who do not have English as their 'home' language. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the curriculum and achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years but pupils may need on-going language support if they are going to reach their full potential. The school's main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and adults.

Identification and Assessment

- All new families have a formal meeting with the Headteacher. A questionnaire is completed which establishes the families 'home' language.
- All EAL pupils will be assessed on their basic skills to ascertain their abilities both verbally and non-verbally.
- All EAL pupils will also be assessed on their 'proficiency' in English. This will be recorded annually on the census under the following codes:

- a. **New to English** (Code A): The pupil will use their first language for learning and other purposes. The pupil may remain mostly silent in the classroom but may be copying/repeating some words or phrases. The pupil may understand everyday expressions in English but will need a considerable amount of EAL support.
- b. **Early acquisition** (Code B): The pupil may follow day to day social communication in English to participate in learning activities. The pupil is beginning to use spoken English for social purposes. The pupil may have developed some skills in reading and writing but still needs a significant amount of support to access the curriculum.
- c. **Developing competence** (Code C): The pupil participates in learning activities with increasing independence. They are able to express themselves orally in English, but structural inaccuracies are still apparent. Their literacy skills, particularly understanding text and writing will require ongoing support. The pupil will require ongoing EAL support to access the curriculum fully.
- d. **Competent** (Code D): The pupil's oral language will be developing well, enabling successful engagement in activities across the curriculum. The pupil will be able to read and understand a wide variety of texts but the written English may lack complexity and contain occasional evidence of errors in the structure. The pupil will require occasional EAL support to access complex curriculum material and tasks.
- e. **Fluent** (Code E): The pupil can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language. Operates with EAL support across the curriculum.

Provision

- Once pupils have been assessed they will be provided with a plan based on their needs. If a language intervention is needed the pupils will access 'Race to English'.
- Visual supports should be used in the classroom to help understanding (i.e., visual timetable) and visual supports should also be used within lessons to help pupils understand instructions.

Identification of a Special Educational Need

At Moston Lane when trying to identify whether a pupil with EAL also has SEN, there are two issues we try to guard against:

1. diagnosing a learning difficulty that does not exist or
2. overlooking a learning difficulty

To ensure that correct identification takes place staff at Moston Lane will complete basic checks so that an informed decision can be made. The same indicators will apply to concerns raised about the slower progress of any pupil. However, for EAL pupils you also need to consider the typical features of learning displayed by EAL learners.

For all pupils with suspected SEN the following evidence will be compiled:

- a hearing, vision and language processing check to eliminate a medical issue
- the family will be consulted about any previous history that may have affected the pupil

- the inclusion manager, educational psychologist or speech and language therapist will gather evidence of the pupil's proficiency in speaking, listening, reading and writing in their own language and in English
- how long the pupil has been in the UK
- how often the pupil makes extended stays in their country of origin
- the amount of formal education the pupil has received and
- any relevant information about the move to the UK, including the pupil's feelings about their new educational environment.

Once collated the teacher, Inclusion Manager and any outside agencies will evaluate the evidence and make an informed decision regarding any special educational needs.

HIGH ATTAINING PUPILS

Definitions

Able learners: are defined as those who have abilities in one or more subjects in the statutory school curriculum. They must have the capacity for, or demonstrate, high levels of performance in an academic area.

Gifted learners: are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

Talented learners: are defined as those who demonstrate high levels of achievement with a specific ability in a non-academic area (art, music or the performing arts).

Identification and Assessment

- The identification process is ongoing and pupil profiles begin when the child joins our nursery or school. Each child's Foundation Stage Profile gives details of their achievements and interests in particular areas. At the end of the reception year, the Foundation Stage Profile is completed, giving information about their developing skills and aptitudes across several areas of learning.
- Discussions with parents and careers enable us to add further details to these records.
- As the children progress through the school, we assess them regularly to ensure that they are making the progress expected.
- Subject co-ordinators identify able, gifted and talented pupils in their subject. The PE, music, art, drama and music teachers all contribute to identifying pupils in their subject area.
- The children undertake national tests in Year 2 and Year 6. Additionally, children are monitored every half term using the assertive mentoring program.

- Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.
- Regular pupil progress meetings with the Inclusion Manager discussing provision and progress

Provision

- Teachers at Moston Lane School plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
 - a common activity that allows children to respond at their own level;
 - an extension activity within a common theme that reflects a greater depth of understanding and higher level of attainment
 - the opportunity for children to progress through their work at their own rate of learning, which may mean accessing a higher class when enrichment and extension are not meeting the pupil's needs.
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes.
- Moston Lane offers a range of extra-curricular activities for our children. These activities offer able, gifted and talented pupils the opportunity to further extend their learning i.e. sport, art clubs, drama, reading and ICT clubs.
- Talented pupils have the opportunity to compete in many inter-school sporting events. Achievements, both in and outside school, are rewarded in assemblies and newsletters.

EQUAL OPPORTUNITIES

At Moston Lane we are sensitive to pupils and staff being individuals. We are aware that we can promote inclusive education and that educational outcomes may be influenced by factors outside the school's control such as a person's gender, social, cultural or economic background, ability and special needs. Under the **2010 Equality Act** all protected characteristics will be recognised and acceptance taught as an embedded aspect in all curriculum areas. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

The school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share protected characteristic and people who do not share it

Race/ Culture

To ensure that we are working towards inclusive education at Moston Lane the school:

- o ensures that literature and other resources are free from culture or race bias and negative stereotyping
- o provides a large range of activities which are equally accessible to children from different cultures
- o provides learning experiences that promote the positive aspects of other cultures
- o looks to areas of school life to offer a balance of culture/race content e.g. content of assemblies and the teaching of RE
- o provides role models that enhance the positive contribution from other cultures/race/religions through such resources as visitors, TV and video programmes, corridor displays and literature provision
- o is sensitive to the child's cultural diversity whilst at the same time making all children aware of the reasons for this diversity, e.g. name pronunciation, religious observance (fasting) and dress requirements
- o provide opportunities for children to experience some aspects of the way of life of other cultures e.g. food tasting, dancing
- o ensures that there is no race or cultural bias in the way we respond to children
- o combats racism in a positive way

Gender

At Moston Lane we:

- o try to offer examples of role models of different genders, including transgender children, which allow for a diversity of ambition and resist traditional stereotyping through the use of resources and displays
- o treat all children, including transgender children, equally by giving them equal opportunities in teaching and extracurricular activities
- o ensure that all children, including transgender children, are asked questions, given responsibilities and are involved in lessons equally
- o challenge gender stereotypes when they are encountered in daily life or within books, stories, role play and other situations
- o try to resist making assumptions about children's behaviour and the responses we make which are based on gender stereotyping e.g. boys don't cry
- o encourage boys and girls to participate in activities which, for a variety of cultural and historical reasons, have been perceived as 'boys play' (e.g. football/ construction) or 'girls play' (e.g. netball, dressing up, singing, cooking)
- o analyse test data annually to ensure any potential gender issues are identified

MONITORING AND REVIEW

- The Head Teacher and Inclusion Manager will monitor the effectiveness of the Inclusion Policy on a regular basis
- The Head Teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.
- Monitoring includes feedback from parents and children, as well as classroom observations and scrutiny of children's work.
- Work samples are used to demonstrate standards and progress.

RECORD KEEPING

The Inclusion Manager ensures that all personal information is kept securely in line with the Data Protection Policy. Personal information is:

- kept in a locked filing cabinet
- encrypted or password protected on a local hard drive and on a network drive that is regularly backed up
- Kept on a secure online platform (Edukey)

COMPLAINTS ABOUT SEND PROVISION

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher who will liaise with the SENCO. The school will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

CONCLUSION

Moston Lane Community Primary School aims to provide a safe space for all pupils, staff and guests; a place where people can feel comfortable, without fear of limitation, intimidation, harassment or discrimination. All staff, pupils and school community shall have equal access to the services and facilities of the school, irrespective of their colour, creed, ethnic or national origin, socioeconomic situation, disability, age, sex, marital status or sexuality. Every pupil should leave this school to go onto the next phase of their education or life with dignity and having found success and achievement.

Policy drafted by: Kate Milnes (Inclusion Manager)