



# Ascot Heath Primary School

*'Preparing our children for all of their tomorrows'*

## Inclusion Policy 2023

### Introduction

At Ascot Heath Primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

### Aims and Objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- academically more able
- pupil premium and disadvantaged children
- young carers
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- any children who are at risk of disaffection or exclusion

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do our children achieve as much as they can?
- 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 full potential?
- are our actions effective?

### Teaching and Learning Approach

(See also the school policies on Special Educational Needs, Equality and Behaviour)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities and backgrounds of all their children.

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 the child's individual needs.



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Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude. Teachers strive to ensure that pupils are challenged within their learning and use every opportunity to encourage this, both in and out of the classroom.

Through the model of high expectations, charters, values, positive reinforcement, PSHE and rewards, teachers ensure that children have a clear understanding of the expectations for their behaviour (see Behaviour Policy). Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- feel safe, secure and happy in their environment
- know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothing that is appropriate to their religious beliefs
- are taught in groupings that allow them all to experience success
- use material 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
- are encouraged to participate fully, regardless of disabilities or medical needs

## **Academically more able pupils**

Pupils are identified as those who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group in their school. Our school aims to:

- Provide all children with a challenging and enriched curriculum
- Encourage all children to develop higher order thinking skills and at the same time provide opportunities for able/exceptionally able children to work at their own level and pace, thus realising their potential
- Offer children opportunities to generate their own learning

According to our school ethos, we support the development of the whole child, whilst valuing and celebrating all the special abilities displayed by all children. We believe that some children have special abilities and talents and that nurturing these is our responsibility.

Recognising talent is not about labelling pupils but ensuring effective and suitable provision to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents. We believe the following to be of particular importance:

- teacher observation and assessment
- information received from previous class/school
- parental identification
- pupil voice
- results - (EYFS, end of year assessments)
- self and peer group identification
- discussion with other staff

It is useful to remember that academically more able children may display high levels of some or all of the following characteristics:

- retention and recall of facts



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- quick grasp of concepts
- good, wide thinking
- expressive thinking
- abstract thinking
- skills of analysis
- perseverance/persistence
- creativity
- task commitment
- specific talent in sports or practical activity

In our planning, we design activities that are as open ended as possible to allow for the maximum differentiation by outcome. This will ensure that academically more able pupils, who may need much less time to master facts, skills and routine applications, instead of doing 'more of the same' type of activities, can move on to more creative enquiries and pursue independent study.

Within each area of the curriculum, we provide a variety of extension materials, which include school generated ideas and commercially produced material.

We make opportunities available to children, including non-class based learning, such as the involvement in Local Authority initiatives. In school, there are clubs delivered based on the children's interest and commitment, and children who display special abilities and talents will be advised to join them.

## **Pupils with English as an additional language**

For pupils that have English as an additional language, we aim to develop their spoken and written English by:

- ensuring that vocabulary work covers specific subject words as well as the everyday meaning of key words
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used
- ensuring that there are opportunities for talking, and that talking is used to support writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Ascot Heath Primary School ensures pupils have access to the curriculum by:

- using visual aids
- using accessible texts and materials that suit children's ages and levels of learning
- providing support through IT or audio materials, dictionaries and a variety of different texts
- providing topic vocabulary in advance of the work, if appropriate
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults

**The Local Authority have an English as an additional language tutor that we are able to contact for support and advice. They are able to assess the language needs of children and tutor them in school if it is felt necessary.**



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## **Children with Special Needs**

Some children in our school have special needs and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with special needs to complete certain activities, or use LSAs/ TAs to give additional support. In their planning teachers ensure that through sufficient differentiation, they give children with special needs the opportunity to develop their skills across the curriculum.

Teachers ensure that the work for these children:

- takes account of the different levels of need and styles of learning, of individual pupils
- takes account of their pace of learning and the equipment they need to use
- takes account of the effort and concentration needed for particular work according to need, for example, oral work or using visual aids
- is adapted or offers alternative activities in those subjects where 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 learning
- uses assessment techniques that reflect their individual needs and abilities

Teachers can gain additional information/support from the SENDCo, English and Maths co-ordinators, subject co-ordinators, Family Support Advisor and Outside Agencies. The SENDCo will monitor children identified as having special educational needs and will refer to outside agencies as required.

## **Children with social, emotional and mental health difficulties**

(Linked to the Behaviour Policy, Equal Opportunities Policy, Special Educational Need Policy and Punctuality and Attendance Policy).

At Ascot Heath Primary School, the support offered to children with social, emotional and mental health difficulties is closely linked to an effective, consistent and fair behavioural policy, with clear rewards for good behaviour, positive reinforcement and consistently applied sanctions.

All staff monitor children with social, mental and emotional health difficulties, and will review any possible learning difficulties that could be affecting the child's behaviour. This will include ensuring that the correct level of work is matched to the child's ability. If a member of staff is particularly concerned about a child, they will discuss their concerns with a member of the inclusion team. The support of outside agencies such as Behaviour Support Team and the Educational Psychologist will be sought for children with social, emotional and mental health difficulties and those at risk of exclusion.

For a child at risk of permanent exclusion, the school will draw up a behaviour support plan for that child. The aim of the behaviour support plan will be to help individual pupils who are at risk of permanent exclusion to better manage their behaviour. The plan will identify precise and realistic behavioural outcomes for the child to work towards. Where necessary a meeting may be set up with the class teacher, SENDCo, Head teacher, parents/carers and LA representatives, to discuss and agree to the causes, targets and methods to achieve them.

The school closely monitors the rate of exclusions, and the groups of children more likely to be excluded, in line with the monitoring of the effectiveness of our policies.



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## **Young Carers**

Ascot Heath Primary School is committed to supporting Young Carers to access education. We will ensure that Young Carers are identified and offered support to access the education which they are entitled to.

Our definition of a Young Carer is any child 5-18 years old who look after or supports with looking after someone in their family who has an illness, a disability, a mental health problem or substance misuse problem.

Ascot Heath Primary school acknowledges that being a Young Carer can have an adverse effect on a young person's education. Because of their responsibilities at home, a Young Carer might experience:

- Being late or absent due to responsibilities at home
- Concentration problems, anxiety or worry in school
- Emotional distress
- Tiredness in school
- Lack of time for homework
- Poor attainment
- Physical problems such as back pain from lifting
- False signs of maturity, because of assuming adult roles
- Behavioural problems (taking out their anger or frustration)
- Lack of time for extra-curricular activities
- Isolation, embarrassed to take friends home
- Limited social skills
- Bullying
- Feeling that no one understands and that no support is available
- Low self esteem
- Lack of engagement from parents

## **Support Offered:**

Ascot Heath Primary School acknowledges that Young Carers may need extra support to ensure they have equal access to education. The Inclusion team will work together, with the input of the child's views and parental views (where appropriate) to decide upon what support is necessary. This support may be different on a case by case basis, depending on the circumstances. Such support may include but is not limited to:

- The opportunity to talk in private about their role as a Young Carer
- Altered home work arrangements
- Access to Emotional literacy via our Emotional Literacy Support Assistant (ELSA)
- Additional time to complete school work
- Alternative parents evening arrangements

## **Disapplication and modification**

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



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additional learning resources. When necessary, we also support learning through an appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

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. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

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 and care plan.
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

## **Document Management and Control**

Initial Issue Date:	October 2012
Reviewed By:	Laura Elston
Approved:	TLC 4/10/23
Date of Next Review:	September 2025
Amendments Made at Last Review:	'Vulnerable' children vocabulary changed to 'disadvantaged' children. If a member of staff is particularly concerned about a child, they will discuss their concerns "with a member of the inclusion team" Broader group of people named under supporting children with SEMH needs.