



THE NORTON  
KNATCHBULL  
SCHOOL

# Inclusion Policy

Reviewed by	Inclusion Manager
Approved by the Education Committee	2 <sup>nd</sup> February 2023
Date of Review	This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements or not later than spring 2025

The Norton Knatchbull School is committed to providing an appropriate and high quality education to all our students. We believe that all students, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The school aims to support the personal development of each student by helping them to be responsible independent learners, by building their self-esteem, being sensitive to their needs and promoting values of fairness.

The Norton Knatchbull School is committed to inclusion. We strive to maintain a nurturing and caring school community where everyone feels welcome, secure and valued. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners.

- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Children who are significantly more able than their peers
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of students who experience barriers to their 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.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At The Norton Knatchbull School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

### **Objectives**

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

We aim to make equality of opportunity a reality for our students through access to a good quality, meaningful and appropriate creative curriculum.

We aim to plan for individual needs encouraging the strengths and interests of our pupils. Students will be targeted to support learning.

We aim to provide full access to the curriculum through differentiated planning by the Inclusion Manager, class teachers, learning support assistants, and support staff as appropriate.

We aim 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. We aim to continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.

We aim to enable all students to move on from us well equipped with literacy, numeracy and social independence to meet the demands of everyday life.

We aim to involve the students themselves in planning and in any decision making that affects them. We 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?

### **How do we support inclusion?**

Class Teachers and support staff ensure 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 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.

### **Whole school actions support inclusion by**

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management
- The use of intervention programmes to support students with learning difficulties
- The targeting of underachieving students
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parents meetings, curriculum meetings and through regular informal contact

- Involvement of outside agencies and specialists
- Sharing information about students, including health issues, with all staff

### **How will we monitor inclusion?**

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

Regular tracking of student attainment through termly assessments

- Monitoring and assessment schedule
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Lesson observations
- Talking to students and parents
- Teacher assessment
- Monitoring teacher's plans and children's work

### **Identification of pupils**

The Inclusion Managers, Class teachers and support staff are all involved in identifying students. Students with SEND are identified as needing School Support or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

### **Provision**

#### **1. Differentiated Curriculum Provision**

In order to make progress all students will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans.

#### **2. Provision Management**

Students are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through individual Provision Maps

#### **3. Pupils with English as an Additional Language**

Pupils with EAL are supported by their class teacher. There can also be some small group or one to one work where appropriate.

#### **4. Resources**

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

### **Record Keeping**

(See SEND Policy)

### **Looked after Children (LaC)**

Children in public care will have targets set within a personal education plan(PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

### **Working with Outside Agencies**

The Norton Knatchbull School promotes the value of specialist advice and support from a variety of professional and voluntary services. The School also welcomes and positively promotes links with educational bodies that can promote students learning and provide enhanced opportunities for our more able learners.

The Inclusion Manager, pastoral support staff and The Senior Leadership Team liaise frequently with a number of other outside agencies and specialists:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- LEA advisors
- Children's Society and Targeted Family Support Agency

Parents/carers are informed if any outside agency is involved.

### **Links with other schools/Transfer arrangements**

Class teachers of students joining from other schools will receive information from the previous school; if there is a SEND issue the Inclusion Manager will telephone to further discuss the child's needs. Students transferring to new schools will have records sent and the Inclusion Manager will discuss these children with other schools on request.

### **Equality Act**

The Single Equality Act (see Policy)

The Norton Knatchbull School aims to cater for our full ability range and the presence or absence of a special need is not a factor in the selection of students from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

### **Working with Parents**

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings and parent consultations. Students will also be given the opportunity to express their views and comment on their success.

To support parents, workshops are organised by Achievement Leaders for each year group to explain key areas of the curriculum and milestones throughout the year.

Parents will have the opportunities to meet with their child's class teachers at a consultation evening once a year. Reports of progress will be sent home 3 times a year.

### **Complaints**

If any parent feels that The Norton Knatchbull School is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy which is available on the school website.

### **Staff Development**

The Senior Management will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

## Appendix A

### Covid /Lockdown

The school is very conscious that Covid/lockdowns is/has caused issues for students and families in many different ways. In the event of self-isolation for students or further lockdowns, we are following the steps below:

1. Teachers will be informed of any student self-isolating by Student Support Managers.
2. Teachers will set appropriate work for any lessons missed in their subject and this will be communicated using Sachel one.
3. Students who are self-isolating / in lockdown will access work via Sachel One from home and return work remotely.
4. Teachers will assess and feedback on work remotely.

There is support in place to help vulnerable students and families to access work and resources from home.

Students seen to be more vulnerable will have a specific contact at school who will regularly keep in touch with them. This could be a Student Support Manager, Inclusion Manager or Learning support assistant.

In the event of further lockdowns, teachers will track progress of students work remotely and update Student Support Managers if there are students of concern. Student Support Managers would then contact students / families to find solutions to any problems.