



**Hevingham & Marham**  
Primary School Partnership

## **INCLUSION POLICY**

**Hevingham and Marham Primary school partnership  
July 2021**

### **Basic information**

This policy covers our school's inclusive education approach in all year groups.

It was produced by Sam Gibbons

It was informed by consultation with parents and carers, children and governors.

It will be reviewed in July 2023

### **How will the policy be made available to parents:**

Parents will be informed about the policy through the school newsletter. Parents will also be signposted to this policy after meeting teachers, where the content of the policy may be relevant to the meeting.

The policy will be available to parents through the school website, under the policies heading.

### **Our schools' aims:**

Hevingham and Marham Primary School Partnership is a fully inclusive school partnership. We are constantly striving to remove barriers to learning and participation for all of our pupils or groups of particular pupils. With this as a base, we strive for equality of opportunity in every area of our schools and curriculum.

We aim to provide this equality of opportunity for a diverse group of learners such as:

- girls, boys, or those without a specific gender
- disadvantaged pupils/families (FSM and Ever6)
- children from diverse and minority ethnic groups
- children from diverse faith groups
- children who have English as an Additional Language (EAL)
- children with special educational needs
- children with disability or those who have medical conditions which impact on their learning
- gifted and talented children
- children who have challenging behaviour or those who are at risk of exclusion or disaffection
- children from a travelling cultural background
- children who are asylum seekers

### Outcomes:

After rigorous planning and personalisation, our curriculum offers a broad and deep curriculum for all children to access. We meet the needs of children, no matter their needs or back ground, in a range of ways:

- Learning in each lesson is pitched accurately allowing children to choose their own challenge level
- adapting and modifying the learning based on children's diverse needs
- use regular and rigorous assessment methods to flexibly identify those children who need extra support or particular provision to close gaps and ensure progress
- provide regular support outside of the National Curriculum to meet the particular needs of learners, for example Speech and language therapy or Nurture intervention.

We achieve our inclusive aims by regularly and continuously reviewing our approach to intervention, teaching and our curriculum by self-evaluation. Our pupil progress meetings not only consider the academic progress and attainment of **all** children, but also focuses holistically on the wellbeing of the child.

We do this in a number of ways:

- twice annual Boxall Profile assessments to assess children in terms of wellbeing and attachment.
- our conclusion circles format to identify those children who are within particular behaviour groups, and those who we may need to devote particular attention to at times
- regular discussions focused on the wellbeing of children during meetings

We also gather termly data to identify those children who are excelling, making expected progress, and those who may be falling behind and therefore need something new to supplement the current provision. This termly data is used specifically within the class context, but is also used to identify specific groups and how they are performing, for example FSM children throughout the entire schools' cohorts. This will then provide the stimulus for self-evaluation:

- What is making a difference to this particular group?
- What can we do for this group to ensure they will achieve all they can in the next period coming up?
- How effective is the provision and support we're putting in place?

- Are the children involved in the process of identifying need and seeking support?

### **Teaching and learning:**

In order to give children the opportunity to succeed, targets are set by class teachers to include children in the monitoring and assessment of progress. Children know when they have achieved targets, and personal progress, no matter their starting point, is celebrated by the groups around them.

Teachers also run short intervention groups within lessons and during a specific intervention time each day to target specific groups with supplementary teaching to close gaps, consolidate learning or stretch those who are able at the time. These groups are flexible, and react to recent data to ensure learners access the learning they need to make progress.

In some areas, like the use of mathematics skills checkers, it may be appropriate to teach the previous year's content to specific children, as they are not yet ready to build more knowledge on top of their existing understanding. In these cases, the head teacher and class teachers will agree what is best for the education for those learners. This approach begins from the very start of schooling; the transition between EYFS and KS1 is one we can be flexible with - if a group of children have not met the Early Learning Goals and will benefit from remaining within an EY setting, then their transition to a KS1 classroom will be postponed for a term or longer depending on need. This gives those children time to begin the KS1 curriculum, while their Early Learning Goals can be achieved within a setting they are familiar with.

If a child's attainment falls below the expected significantly, teachers will plan their curriculum slightly differently with an Individual Education Plan in place to support specific targets they need to be successful. If a child is achieving particularly more than expected, their learning will be supported by widening and broadening their learning to stretch and challenge their application and synthesis of the information.

To support this personalisation of learning to support or extend learning, our schools employ extra staff members where possible. These adults work with children identified in regular pupil progress meetings.

Teachers each year work from our PSHE and RSE curriculum map to ensure that all children understand how an inclusive approach leads to our four values - Kindness, Respect, Perseverance and Motivation. By combining our behaviour for learning rewards into these values, all staff are re-enforcing an inclusive ethos within the school, both by modelling the correct inclusive behaviour, but also by rewarding children for doing so.

### **Children with disabilities:**

Some children in our schools have disabilities, and we are committed to meeting the varied and complex needs of these children. All reasonable steps are taken to ensure that any children do not experience any substantial disadvantage when compared with children who are not disabled.

Access to each classroom is wide enough to accommodate wheelchairs and mobility equipment. We also have the ability to share pupils across either school depending on how their need can be met.

Teachers modify and adapt the teaching expectations for those with disabilities, for example extra time may be allowed to complete tasks or breaks may be given for those who find concentration challenging. Teaching staff consider how the tasks may be more challenging for particular children and incorporate ways to support or modify the learning to assist with this. Learning which involves specific tool use or specific body movement will be adapted to ensure children can be part of the learning and be successful in a different way.

School trips are considered carefully to ensure all groups of children can take part and learn successfully.

### **Disapplication and modification**

Hevingham and Marsham primary School Partnership can choose to disapply the National Curriculum and the assessment arrangements where it is necessary. This is only an option in exceptional circumstances and the decision is made with the well-being and education of the child in equal measure.

If disapplication or modification is deemed to be the best choice for a child, the correct procedure is followed by consulting/ informing the parents or carers, the SENDco and the LEA. The governing body, and especially the governor who oversees SEN, will also be part of the decision.

The governor who oversees SEND will meet regularly with the Headteacher and governing board to discuss inclusive practice within our schools, and to develop how we meet the needs of specific groups within our schools.

### **School Policy parity**

This policy compliments and works in line with the following policies:

Anti-discrimination Policy

Safeguarding Policy

Online Safety Policy

Health Policy

Behaviour Policy