



King's Meadow
Academy

Inclusion Policy
2022-2023



W A T E R T O N
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King's Meadow Academy Inclusion Policy

Date	Review Date	Lead	Nominated Governor
June 2022	June 2023	R Cochrane	G Mann-Tighe

Inclusion is the process of increasing the participation of children and young people into their communities, including the school community. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all of our children in school.

'Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded.

Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. – UNICEF'

At King's Meadow Academy we aim to provide an inclusive environment where everyone has access to the greatest opportunities and highest quality of provision. We constantly seek ways to increase learning and improve levels of attainment for everyone, particularly children who are at risk of under achieving, who are vulnerable to education exclusion, or who have additional needs. We aim to make our school a place where every member of the school community knows that they are safe and welcome and where they feel valued; a place where aspirations are nurtured and ambition is keenly encouraged and modelled to drive excitement and satisfaction in learning and alter perspectives, providing opportunities to broaden horizons and become lifelong learners and world citizens.

This policy should be read alongside the Special Educational Needs Policy

Compliance

This policy has been written with reference to the following legislation:

- Education Act 2011 (c21)
- The Equality Act 2010
- Special Educational Needs Code of Practice 0-25 (2015)
- No child left behind: Understanding and quantifying vulnerability (2020)

Aims

As an educationally inclusive school, we are fully committed to promoting the inclusion of all children, whatever their age, ability, gender, ethnicity or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

Our main objective is to safeguard the interests of all children and to ensure that they achieve their full potential. All pupils are offered equal opportunity to join fully each facet of school life. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

We aim to:

- provide equal opportunities for all groups of children, including those with diverse needs.
- promote a happy, healthy and safe school by providing high quality pastoral care, as well as support and guidance by listening to the concerns of both children and parents/carers. We ensure all our pupils feel

valued, secure and that they are given opportunities to learn by providing a curriculum designed to cater for the needs of our children.

- ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.
- provide places for all pupils who express a preference to join this school.
- Express our complete commitment to inclusion
- Increase the participation of all pupils in, and reduce their exclusion from, all areas of the school curriculum.
- Provide equal opportunities, a differentiated curriculum (where appropriate), and respond to the diversity including the following groups - *girls and boys, children identified as vulnerable minority ethnic and faith groups, children learning English as an additional language (EAL), children with special educational needs (SEN), children with physical disabilities or long term medical conditions, children who are at risk of disaffection or exclusion, children eligible for pupil premium funding, looked after children or children adopted from care, travellers and asylum seekers, children who have recently changed schools, children who are experiencing family break-up, children in need of additional challenge.*
- Ensure that the individual needs of children are quickly identified and met so that all children can access appropriate educational provision. The culture, practice, management and deployment of resources in our school should be designed and continuously evolving to ensure all children's needs are met.
- Create a secure environment in which everyone is valued.
- Be aware of the needs of all staff as well as pupils.
- Include all children, staff, governors parents and carers in the development of our values for inclusion.

Inclusion culture is based on:

- *Fairness and respect*
- *Value and belonging*
- *Safety and openness*
- *Empowerment and growth*

Admissions Policy

At King's Meadow Academy we recognise the rights of all pupils to be educated in mainstream settings as set out in the Special Educational Needs Code of Practice (2015). The school follows the Local Authority (L.A.) school admissions policy, copies of which can be found on the school website.

Potentially vulnerable groups

As well as the groups outlined above, there are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who require more challenge academically
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason

- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

At King's Meadow Academy, a key part of our practice is planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- using a sequenced and progressive approach for the teaching of knowledge and skills, across all subject areas – so that it is clear what a child should need to know / learn before moving on
- setting appropriate learning challenges
- responding to the diverse / individual needs of the children
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities to meet the needs of individuals or groups of children

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

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What action do we take for those children who we know are not achieving their best?
- Are our actions effective? How do we know?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Children for whom English is an Additional Language (EAL)

The term EAL is used when referring to pupils whose main language at home – *mother tongue*- is a language other than English.

We Aim:

- to value the cultural, linguistic and educational experiences that pupils with EAL bring to school
- to implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- to help EAL pupils to become confident and fluent in English in order to access the curriculum.

Teaching and Learning will ensure:

- all adults have high expectations and model expected responses where necessary
- teachers recognise that EAL pupils need more time to process answers
- teachers allow pupils to use their first language to explore concepts
- all adults acknowledge that newly enrolled young children for whom English is an additional language may need time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- The child is encouraged to learn their mother tongue in depth at home, if possible learning to write it also – this should enable a richer understanding of language as a whole and extend vocabulary in English.

Roles and Responsibilities

At King's Meadow Academy, governors and staff have a responsibility to promote inclusion. It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.

The governing body has:

- appointed a member of staff to be responsible for Inclusion / Special Educational Needs & Disabilities (SEND);
- delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents/carers and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:
- Special Educational Needs policy

Class teachers are responsible for meeting the needs of all children in their class and ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- 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;
- participate fully, regardless of disabilities or medical need

As part of high quality teaching all teaching staff constantly assess every child's attainment and progress, in order to plan for their individual needs.

Extra-curricular provision

Extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Reviewing the Inclusion Policy:

This Policy will be reviewed on an annual basis.

This policy is in conjunction with the Anti-bullying Policy, Equality Statement and SEND policy.