



## Vision

**“Westbourne School is a school where every individual is valued, all cultures and beliefs are respected and where creativity and success are celebrated.”**

### From School Vision

At Westbourne Primary School we value the individuality of all the children in our care and aim to provide equal opportunities for all groups of children, including those with significant needs. We are committed to giving all children equal opportunities to achieve their full potential by offering a broad, balanced and challenging curriculum and by having high expectations of them in all that they do. We take into account the varied life experiences and needs of our children and ensure that their achievements, attitudes and well-being are at the centre of our work. This policy aims to ensure that our school promotes the individuality of all our children, by respecting their background, ethnicity, attainment, age, disability, sexual orientation or gender.

## Aims

At Westbourne Primary School all staff members have a responsibility to promote inclusion. In practice this means that:

- All education settings and activities whether formal or informal are fully accessible to all pupils except where this is not possible for Health and Safety reasons
- All children are treated fairly, they achieve their full potential and have an opportunity to learn effectively without disruption or interference
- All children have a right to individual help and support when they are experiencing difficulties
- All pupils have a right to be treated with respect by their peers and all staff members
- All pupils feel secure and know that their contributions are valued
- All members of the school community appreciate and value the differences they see in others as well as similarities
- All pupils are taught to take responsibility for their own actions
- All pupils have access to teaching and an appropriate curriculum at an appropriate level delivered in a way that they can understand and that supports their learning
- All staff members have high expectations of learning, progress and behaviour and provide opportunities for all pupils to achieve



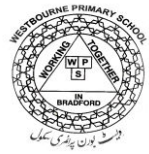
- Teachers are aware and accept that the different life experiences, interests and strengths which children bring to school can influence how they learn
- Teachers are aware of the requirements of equal opportunities legislation in relation to protected characteristics as defined in the Equality Act ( 2010 )
- Teachers ensure that support staff and other adults have access to relevant information, planning and assessment data so that they can support pupils appropriately and effectively
- Teachers ensure positive language and images are used when referring to all pupils, particularly those who are disaffected, disabled or have learning or behavioural difficulties
- All pupils participate fully in every aspect of school life regardless of disability or medical need except where this is not possible for Health and Safety reasons
- All pupils who are absent for more than 5 days on the advice of a medical professional are provided with work to do at home; where a pupil is unable to attend school, usually following a stay in hospital, home tutoring is provided by the Local Authority(LA)following referral to their service by a medical professional and in liaison with the school
- Any pupil who is excluded is provided with appropriate work for the duration of their exclusion
- All members of the school community are expected to report the use of discriminatory language and all allegations are taken seriously
- Serious incidents of racial or homophobic bullying are reported to the LA and governing body.
- There are clear procedures for disagreement resolution through complaints procedures

## **Responsibilities**

Our school aims to be an inclusive school. We actively seek to remove 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 every child. We make this a reality by paying attention to the different groups of children represented in our school:

- Girls and boys
- Minority ethnic or faith groups
- Travellers, asylum seekers and refugees
- Pupils who are New to English

# Westbourne Primary School Inclusion Policy



- Pupils who are in receipt of Pupil Premium
- Children with Special Educational Need or Disability, chronic ill-health or long term medical needs
- Looked after children
- Able, gifted and talented children, including advanced bilingual learners
- Young carers or those from families under stress
- Children whose families may be seriously disadvantaged by poverty
- Children who are at risk of disaffection or exclusion
- Children with emotional or behavioural difficulties
- Children who are subject to Child Protection or Children in Need plans
- Children who are lesbian, gay or bisexual
- Children who are transexual

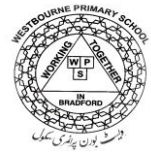
The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals as well as groups of children. Teaching styles, use of adult support in the classroom, differentiation and enhanced use of resources ensure all children access learning at their own level. (See Teaching, Learning and Feedback Policy)

Some children in school have more significant learning or physical needs which are not fully met through Quality First Teaching. They are supported through the use of Learning Plans, additional adult support, enhanced resources and access to outside agency support. The school has wheelchair access and disabled toilets, there is a lift to the upper floor of the Sports Hall (SSA) and, for staff members who cannot access the upper floor of the main building there are kitchen facilities and a disabled toilet in the admin corridor. (See SEND Policy)

Pupils who qualify for pupil premium are entitled to additional resources to support them in their learning and intervention programmes to enhance progress in English and maths. Pupil premium pupils are tracked by the Inclusion Manager and their progress is discussed regularly at Pupil Progress meetings.

The diversity of our school community is addressed and celebrated through schemes of work which reflect National Curriculum programmes of study. ( PSHCE, RE, Creative Curriculum). Teachers are flexible in their planning and present challenge to all pupils in their lessons regardless of ethnic or social background.

Pupils are prepared for life in 21st Century Britain through the curriculum, especially PSHCE and Investors in Pupils. There is an emphasis on the shared British values



of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and this is supported through class assemblies, the school council, fundraising, daily worship, the PSHE curriculum, Investors in Pupils, learning journey responsibilities, the school vision, celebrating attendance achievements

(See Anti-bullying Policy, Behaviour Policy, Community Cohesion and Equalities Documentation)

The school actively monitors the progress of all pupils through regular Pupil Progress Meetings. The Inclusion Manager monitors the progress of identified groups of pupils - Special Educational Needs and Disability, New to English, Pupil Premium and More Able.

## **Partnership and Collaboration**

Partnership plays a key role in enabling all pupils to achieve their potential.

### **Parents**

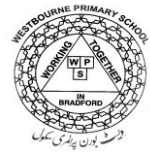
Parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs. The parents of all our pupils are treated as partners and are given support to play an active and valued role in their child's education. We encourage parents to make an active contribution to their child's education by having regular meetings to share progress and set targets. We inform parents of outside agency interventions and share the process of decision making by providing clear information relating to the education of their child. Prospective parents with a child who has special educational needs can access the school's website to see the school's Local Offer which sets out the provision which the school can offer to meet a range of special needs. The school collaborates with other schools in the area to share expertise and training. The school aims to answer all phone calls and concerns from parents within 2 working days.

### **Pupils**

Pupils often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition processes. We take account of their wishes, feelings and knowledge.

### **Outside agencies**

The Inclusion Manager works closely with secondary schools to provide support to ensure smooth transition for vulnerable pupils. The Inclusion Manager liaises with the School Nurse regarding pupils with medical needs. Care Plans ensure appropriate support for pupils with medical conditions and staff training is provided for dealing with conditions such as diabetes and the use of Epipens. The School Nurse works closely with school to support parents by holding regular drop-in sessions in the school.



## Appendix

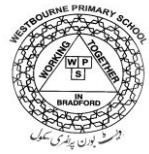
Teachers should take specific action to respond to diverse pupil needs by:

- Creating effective and stimulating learning environments
- Engaging pupils in their learning to secure their motivation and concentration
- Providing equality of opportunity through teaching approaches and learning activities
- Using appropriate assessment approaches
- Setting appropriate yet challenging targets for learning
- Developing positive and supportive relationships with pupils
- Setting appropriate learning challenges
- Taking responsibility for equipping themselves with the knowledge, resources and strategies needed to support children with diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities to meet the needs of individuals or groups of children

Lesson planning should take account of the differentiation needed for More Able and SEND pupils. This can take many forms including:

### **More Able**

- Tasks demanding higher order thinking skills
- Access to advanced resources and materials which support the level of challenge
- Extension activities which challenge thinking skills, not more of the same but more appropriate work
- Stimulating lessons which have pace so that pupils are motivated by challenge
- Creative learning tasks which have a degree of open-ended challenge and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions
- The opportunity to take risks in an organised way and sometimes to fail and to work collaboratively
- Learning which involves real life context tasks and opportunities for choice and personalisation



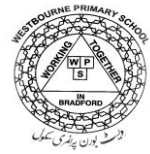
We recognise that such learning experiences benefit all pupils, not just those identified as More Able. Therefore, although at times More Able pupils will be offered special learning experiences, most often teachers use an inclusive model of provision in which all pupils get an opportunity to participate in the above.

## **New to English (N2E)**

There is a significant proportion of pupils in school who are New to English and Speaking and Listening skills are the foundation for all learning within a language rich school environment. In addition pupils who are N2E receive enhanced support:

- Support to develop a basic English vocabulary
- Access to dual language materials
- Access to word banks and vocabulary lists
- Opportunities for visual literacy techniques such as the use of pictures, objects or videos as stimuli for speaking and writing
- Opportunities for active learning techniques such as talking books and drama
- Opportunities for higher order thinking
- Opportunities for discussion and cooperative learning
- Use of language programmes - Rosetta Stone
- Opportunities to communicate in their first language
- Display artefacts and materials which reflect the pupils' home/ethnic background
- Raising awareness of events such as Black History Month, Refugee Week and Traveller History Month
- Plan learning opportunities in lessons which reflect ethnic minority backgrounds
- Use materials that reflect a range of social and cultural backgrounds without stereotyping

Whilst we accept that pupils learn English best when they are working in the language rich environment of the classroom we provide an intensive short term programme to provide pupils with a basic vocabulary by withdrawing them to work 1:1 or in a small group. Pupils who are new to English follow a daily programme of language acquisition with a delegated member of staff. Following this they work on a programme of phonics.



## **SEND**

The school aims for early identification of special educational needs. This is done through monitoring of progress, discussion at Pupil Progress Meetings and teacher observation. The Assessment Co-ordinator and Inclusion Manager use assessment information to identify individual or groups of pupils who are not making progress or who are displaying negative behaviour; appropriate interventions are put in place to support their needs. It is the responsibility of the teacher to inform the Inclusion Manager of concerns regarding a pupil's learning, behaviour or emotional well-being. The IM ensures further assessment and support. We accept that all children may have a special need at some time or another in their school career. The school pays for additional support from external agencies, based on identified needs, e.g. Speech and Language Therapy. (See SEND Policy)

## **Children with Disabilities**

The school is committed to providing an environment that allows these pupils full access to all areas of learning. All classroom entrances are wide enough for wheelchair access. Teachers modify teaching and learning as appropriate - for example providing different ways of recording, allowing additional time for completion of tasks, the use of bold lined exercise books, the provision of large print reading books. Staff members ensure that the work undertaken takes account of their pace of learning and the equipment they use, the effort and concentration needed in oral work or when using vision aids. They adapt or offer alternative activities in those subjects where children are unable to manipulate tools or equipment. Educational visits are planned from the point of view of the child with disabilities to ensure they are fully included in educational visits and other activities linked to their learning. Appropriate provision is made to ensure hearing impaired and visually impaired pupils can access sound and vision activities successfully. All staff members are aware and take account of pupils whose disabilities may impact on their behaviour and make adjustments to accommodate and manage this successfully.

## **Learning and Teaching Styles**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We use assessment data to analyse the attainment of different groups to ensure that all pupils are achieving as much as they can. We also monitor the individual progress of pupils through Learning Journey meetings and Pupil Progress Meetings. Teachers use assessment information when planning their lessons, enabling them to take account of the abilities of all pupils. (See Teaching, Learning and Feedback Policy)



## **Disapplication and Modification**

The school can where necessary modify or disapply the National Curriculum and its assessment arrangements. We do this only in exceptional circumstances. The school makes every effort to meet the learning needs of every pupil, without recourse to disapplication. This is achieved through greater differentiation and the provision of additional learning resources. When necessary we also support learning through appropriate outside agencies. In such cases the teacher will work closely with the specialist to support the pupil. In exceptional circumstances we will decide that disapplication is the correct procedure to use. This would be done in consultation with the parents and the LA.

## **Linked Policies**

Teaching, Learning and Feedback Policy  
SEND Policy  
Asthma Procedures  
Admissions Policy  
Behaviour Policy  
Complaints Policy  
Accessibility Plan  
Charging and Remissions Policy  
Medication policy

Date for Review: September 2020

Frequency of Review: 3 years

Lead governor - Ros Garside