



Inclusion Policy

Introduction and Aims

This document is seen as a working and developing policy liable to change in the light of evaluation of practice, and is reviewed annually.

Wimborne School recognises all its pupils as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential. We are committed to diminishing the difference in attainment and progress between groups of learners and tailoring our provision. Our school is accessible for wheelchair users with specialised toilet and hygiene facilities for children and adults and a stair lift in the junior building.

All staff at Wimborne School value the presence, participation and achievement of all its pupils and will work with them, their parents/carers and with other professionals to ensure that they are successful and happy during their time with us. We recognise the diversity of pupils in our school, within the city and country in which we all live and seek to celebrate difference in the curriculum and its delivery. We also promote positive behaviour that supports every child's enjoyment and achievement at school, as well as good attendance.

All children are fully integrated into the social and pastoral life of the school. Class teachers are responsible for monitoring the whole school experience of each child. They are concerned about their learning, personal and social development and general well-being.

This policy sets out how we work to achieve good practice to personalise learning and be inclusive and responds to legislation and guidance that relates specifically to inclusion, including:

- A. The National Curriculum Inclusion Statement
- B. Disability Discrimination Act 2010, Education Acts 2011, SEN Code of Practice 2014 and the Children's and Families Act 2014;

It also supports school policies and procedures for: Teaching and Learning, Behaviour, Anti-Bullying, Attendance, Equality, Equal Opportunities, Transition, Admission, and Sex and Relationships Education.

The focus of quality first teaching is on raising the educational attainment and progress of those learners who have additional, special and exceptional needs. Whilst the policy embraces all children, it is particularly concerned with the provision for and educational attainment of the following groups:

- girls and boys
- minority ethnic and faith groups, asylum seekers and refugees
- children who need support to learn English as an additional language (EAL)
- children with special educational needs and disabilities (SEND)
- children with poor attendance
- children in receipt of Free School Meals (FSM) and the Pupil Premium (PP)
- children 'looked after' by the local authority (LAC)
- young carers
- vulnerable children (medical needs, mental health, DV within the family home)
- any pupil whose behaviour places them at risk of exclusion.

Definitions and Principles

At Wimborne we endeavour to overcome the potential barriers to learning and help support each child in their journey. Our school adopts the principles of inclusive education below:

- all children to demonstrate our school STAR values (sincerity, teamwork, achievement and respect)
- all children to become lifelong learners

- all children to be included and to become inclusive

We recognise our responsibility to work with all learners and key partners to secure these outcomes.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Implementation

The Governing body and Head teacher are responsible for the determination of school policy and management in all aspects of the school's work including special educational needs.

All teachers are expected to develop a range of inclusive practices and will be supported in their continuing professional development. The Code of Practice (2014) requires all teachers to take responsibility for:

- setting suitable learning challenges,
- responding to children's diverse learning needs and
- overcoming potential barriers to learning and assessment.

All teachers are responsible for the education of pupils in their class, including those with additional, special and exceptional needs.

Class teachers maintain pastoral responsibility for children in their class with support from the Inclusion Team and Teaching Assistants. These staff work collaboratively to plan and deliver specific programmes of support, as appropriate.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The role of the Inclusion Manager is to work with colleagues to ensure there is effective support and challenge in the classroom and high-quality small group work to meet the needs of target pupils. In particular, she identifies those pupils in need of targeted provision and supports and monitors the implementation of the same. The Inclusion Manager liaises with parents, external agencies and Inclusion Managers / SENCOs from other settings. An up-to-date professional knowledge of inclusion issues is maintained, and relevant budgets managed.

Identification and Assessment procedures

Teachers use day-to-day assessment, enabling them to understand where each pupil is in their learning, giving them feedback about it and allowing them to respond so as to plan for the next steps in learning. We refer to this as assessment for learning (AfL). We undertake regular summative assessment to ensure all pupils are making progress.

The identification procedure involves the use of parental information, teacher observation, data from previous placements, reports/recommendations from outside agencies and National Curriculum Key Stage test results. Whole school tracking procedures are in place that enables staff to quickly identify those children who make exceptional progress or those whose progress is limited. Data can also identify any vulnerable groups of learners in a certain year group. For any child whose progress is not on track, there will be further review and assessment. This will follow guidance contained within the Code of Practice for SEND and the school's Inclusion Policy, irrespective of whether the identified pupil has SEN.

For pupils with EAL, the school undertakes detailed initial assessment and early profiling of pupils, newly arrived from their country of origin. This takes place where possible with the support of a Bilingual Learning Assistant, so that accurate assessment can be made of and through the first language. The school makes use of Local Authority and national guidance to assess these pupils using the Portsmouth Pathway Points.

Additional Learning Plans

Learning

Some children may need targets set to help them with their learning and we use Star Catchers. Children can have a say in their targets and are involved in self-assessment of their progress towards these targets with guidance from staff.

Behaviour

Please see Behaviour Policy.

LAC

Personal Education Plan are used for children who are 'looked after' by their local authority.

Access to the curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. At Wimborne we ensure that all children have access to a balanced and broad curriculum, which provides effective learning opportunities. It does this through:

- the provision of class support and resources
- supporting the development of a wide variety of teaching styles and approaches to suit different learning styles;
- EHCPs for identified children
- differentiated curricular materials and tasks
- use of specialist staff, including Emotional Literacy Support Assistants, Bilingual Assistants, Pupil Support Workers (MABS), Specialist Teacher Advisers (MABS), Mary Rose Outreach Support workers and Educational Psychologist
- referrals to a School Nurse and Primary Mental Health Workers (CAMHS).

Links with other schools

The school maintains strong links with other primary/Junior schools as well as our feeder infant and secondary school. Transition arrangements include:

- liaison with previous setting to meet with children and the staff
- liaison with future schools to meet pupils and the staff
- new parents' intake meetings
- parental visits

- induction days
- discussion with outside agency specialists about children with different and diverse needs.

When necessary, we draw on the expertise of colleagues in special schools.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Partnership with parents/carers

Parents/carers are encouraged to be fully involved in all aspects of the child's education. This is done in a variety of ways, including consultation evenings, review meetings, planning meetings, open evenings, telephone calls, letters and home/school agreements. We value the partnership of home and school working together with equal commitment towards the same end. For further information please visit the school website for our SEND information report or visit the Portsmouth City Local Offer website.

The role of the Governing Body

There is a named governor who has responsibility for inclusion. The Governing Body receives information relating to inclusion once a term.

Complaints

Complaints relating to the Inclusion Policy will be dealt with under the school's normal complaints procedure, which is detailed in the School Handbook.

Approved: Summer 2025

Review Date: Summer 2026

