



Penn Fields School Inclusion Policy

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Inclusion Policy

School Aims and Implementation

Penn Fields School aims to enable all children to have the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality teaching and learning
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting an effective partnership with parents/carers and the wider community.

A. Inclusion Policy Introduction

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion – Booth and Ainscow 2010

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Penn Fields is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

B. Meeting Diverse Needs

At Penn Fields we recognise that in order to achieve our School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
 - Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
 - Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
 - Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
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- Taking care to ensure that all pupils are appropriately supported.
 - Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the child.

- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

C. Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils whose home language is not English (EAL)
- 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 who are 'Looked After' either 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 with mental health issues
- 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.

D. Promoting and Supporting Inclusion

Responsibility for making Penn Fields a truly inclusive school lies with the Head Teacher, Senior Managers and the Governing Body of the School.

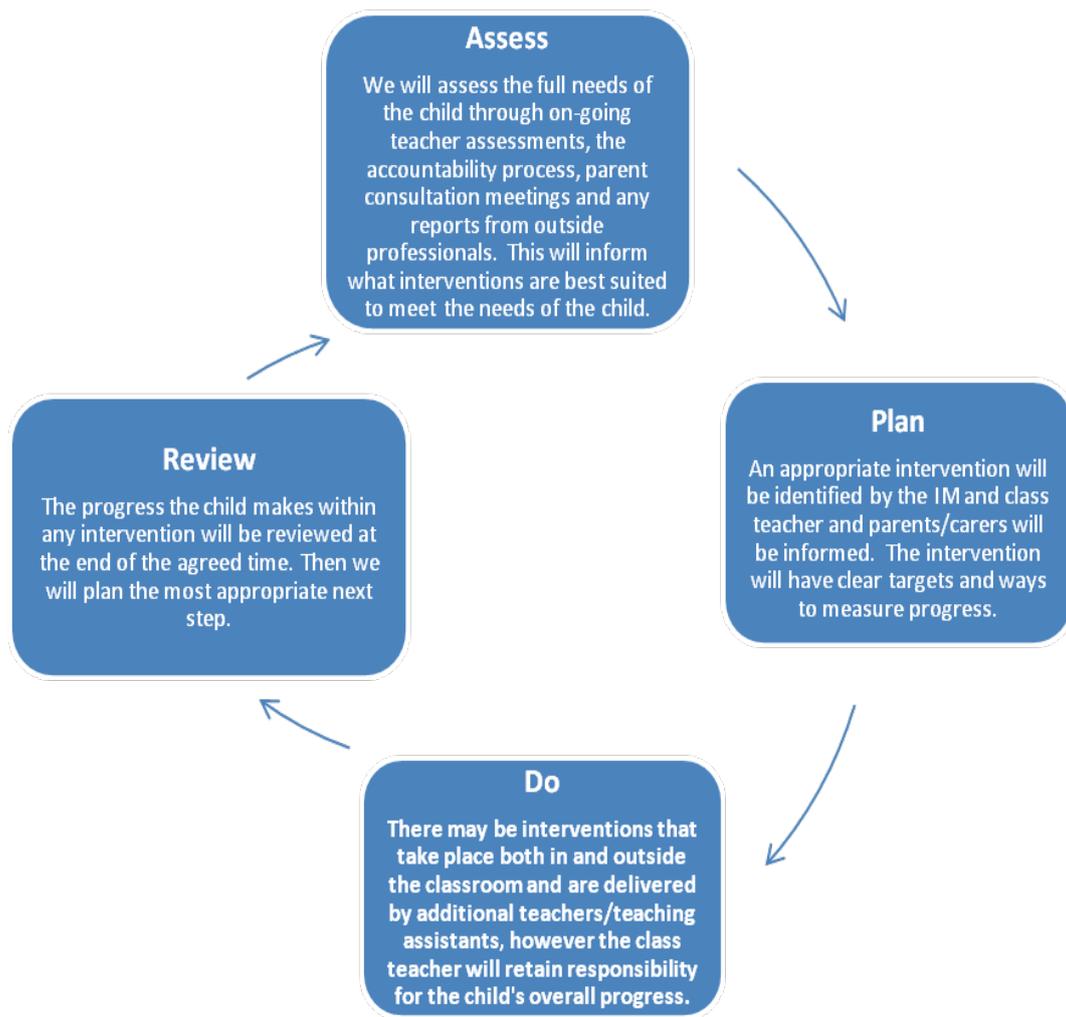
We aim to promote Inclusion at Penn Fields through all of our policies, systems and practices.

1. Personalising the Curriculum

- a) School Leaders at all levels; including Governors, Head Teacher and Deputy, Phase Managers and Subject Leaders, are responsible for ensuring that the curriculum; in its narrowest and broadest senses, is personalised to match the needs of all of the pupils who attend our School.
- b) The School currently uses the National Curriculum (2014), Local Authority Religious Education Scheme of Work, to support the staff, at all levels, in planning the formal curriculum.
- c) The School plans differentiated activities for all pupils. This includes staff ensuring appropriate cross-curricular links are made and staff develop learning to match individual rather than age expected needs.
- d) Senior Managers also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered including lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

2. Inclusion Manager:

- a) The school has an Inclusion Manager who is a member of its Senior Management Team. The Inclusion Manager takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.
 - b) In partnership with other senior leaders and the Head Teacher, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.
3. Class Teachers:
- a) Class teachers and support staff take the lead role in managing and creating the classroom environment.
 - b) Pupils are ability grouped for literacy and numeracy in Key Stage 2, 3 and 4.
 - c) Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Education Plan (IEP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
 - d) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed at Key Stage and Senior Management meetings.
 - e) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.
4. Teaching and Learning Support Assistants(TLSA's):
- a) TLSA's work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TLSA is directed by the teacher during lessons.
 - b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Manager.
 - c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.



1. The kinds of interventions within this 'graduated response' are as follows:
 - a) Universal
 - High quality learning through the provision of high quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables many pupils to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
 - b) Targeted Support –:
 - Small-group intervention for pupils who may be expected to 'improve' as a result of the intervention.
 - Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention. If a pupil has not made the required progress then the appropriate referral may be made for additional support (see below).
 - c) Specialist Support
 - Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.
2. Outside Agencies who help us achieve inclusive practice and meet specific needs
In achieving provision which will meet the wide range of pupils' differing needs at Penn Fields , we are supported by a number of specialised health or educational bodies. Those agencies most commonly involved in supporting pupils are:
 - Health
 - The Speech and Language Therapy Service to Schools (SALTs)
 - The Occupational Health Therapy Service for Pupils (OTs)
 - Education
 - The Educational Psychology Service (EP's)
 - The Behaviour Support Service (CAMH's)
 - Services for the Hearing or Visually Impaired
 - Connexions
3. Before making a referral
 - i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
 - ii. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

4. Inclusion Support

- i. The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have additional needs.
- ii. Parents are entitled to ask the Local Authority to conduct an Education, Health Care Plan (EHP) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a Plan.

The Inclusion Manager is responsible for:

- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
- Liaising with other members of the senior management team, Headteacher and Deputy Head Teacher
- Monitoring interventions and supporting their delivery.
- Monitoring IEPs and contributing to evaluations and the development of new ones.
- Sharing good practice and expertise amongst other staff.

F. English as an Additional Language

1. Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

2. Identification and Assessment

- i. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.
- ii. This assessment will be done termly to record specific progress against EAL targets.
- iii. Progress is monitored by Phase Managers the senior leader with responsibility for EAL and through the accountability process by the HT, DHT and IM.

3. Provision for EAL pupils

- i. The Inclusion Manager will liaise with class teachers and the senior leader with responsibility for EAL if a new pupil has English as an additional language.
- ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support led by TLSAs.

- iii. Teachers and other adults in school are aware of good EAL practices within a lesson and throughout school life.
- iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- v. Classrooms are visualised environments – dual-language texts, and visual support within lessons.

4. Inclusion Manager & Senior Manager with EAL Overview are responsible for:

- Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL pupils.
- Liaising, sharing and monitoring

Monitoring and Review

The Head teacher and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

See also – Community Cohesion Policy