Woodside Primary School
INCLUSION POLICY

Woodside Primary School is committed to providing an appropriate and high-quality education as well as valuing the individuality of all our children. This policy helps to ensure that this happens for all the children in the school, regardless of their age, gender, ethnicity, background or attainment.

We believe that all members of the school community should be equally valued. Woodside Primary provides an environment where everyone can flourish and feel safe.

Aims and Objectives

Woodside Primary School aims to be an inclusive school. This means that equality of opportunity must be a reality for all in our school community. Our Equal Opportunities and Inclusion policies show our commitment to inclusion. We make this a reality through the attention we pay to the different groups of people within our school:

- boys and girls
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- children who may need support to learn English as an additional language
- children with special educational needs
- those who are gifted and talented
- looked after children
- any learners who are at risk of disaffection and exclusion
- children, adults who are disabled
- families under stress
- parents and carers
- staff and governors
- local community

At Woodside we aim to provide a broad and balanced education for all our pupils. This policy describes the way we meet the needs of our children who are experiencing barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional stability, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which could be short or long term. At Woodside Primary we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her full potential. We will address both learning and physical barriers to access by having accurate knowledge, understanding and skills to meet each child's particular needs.

At Woodside Primary School we aim to:

- Include all pupils in school life.
- Continue to raise staff awareness of inclusion through ongoing staff development.
- Develop inclusive practices throughout the educational community and to promote equality.
- Recognise each child's diverse learning needs and set suitable learning challenges through differentiation.
- Maximise the learning potential of all pupils and so raise educational attainment for all.
- Develop close links with parents through ongoing in-house parent-partnership programmes and meetings.
- Promote the personal, social, moral and cultural development of all.
- Recognise and celebrate the progress and achievements that all members of the educational community make.
- Ensure that all resources are closely matched to needs.

- Foster links with the local community:
    1. Local Library
    2. Local Secondary Schools: Sports, ICT, Healthy Eating/ Transition
    3. Local Churches
    4. Local Residential Homes
    5. Community Police/Fire Station
    6. Local Commercial Enterprises
    7. Local Community Centre
    8. Local Nursery
- Maximise school communication with parents/carers and local community:
    1. School Prospectus
    2. Annual Reports and Parent Evenings
    3. Structured Conversations
    4. Target Meetings
    5. Newsletters
    6. School Website
    7. Class Dojo
    8. Parent Pay
    9. Celebration Assemblies
    10. Seesaw
- Continuously monitor and evaluate the success of our policy and practice.

Implementation

Inclusion is the responsibility of all staff. All planning should be based on inclusive principles at both systemic and individual levels. Woodside is an inclusive school has made considerable progress towards making its buildings physically accessible to all its members and educationally accessible to all and improvements plans are ongoing. The National Curriculum is our starting point for planning a curriculum that meets the needs of individual and groups of children through setting suitable learning challenges, responding to the children's diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of children.

Woodside Primary has a commitment to inclusion and has agreed to the following practical strategies:

- Provide a welcoming environment for all.
- Ensure that displays celebrate the diversities in society.
- Admit all pupils from our local catchment area in line with our Admissions Policy.
- Provide appropriate resources to meet the needs of inclusion.
- Review our SEND policies to include development towards greater inclusion.
- Ongoing training on inclusion for all personnel.
- Ensure appropriate involvement with outside agencies to imbed inclusive practice.
- All classroom curriculum plans to be reviewed regularly to ensure curriculum entitlement for all.
- Provide a range of teaching styles and strategies to meet the needs of all the pupils.
- All support and provision made is detailed on a Provision Map. Children on EHC Plans have details of their key objectives recorded.
- Ongoing parent/carer training to support their child with the curriculum:
    1. Reading, Writing and Maths workshops for parent/ carers
    2. Workshops to support KS1 foundation subjects for children and parent/carers
    3. KS2 maths work
    4. Parent training using Family learning service
    5. Coffee Mornings for parent/carers: Focuses such as speech and Language/ SEND issues/ASD
- Extended schools' facilities:
    1. Breakfast Club/After School Club
    2. Extra-curricular clubs – Dance/Sport/Music/Challenge and Craft

Co-ordinating Support within school

Mrs Chelsea Percival our SENDCO is responsible for co-ordinating special needs provision within our school. Our Special Needs Policy outlines her role. We ensure that the pupils with specialist needs have access to a wide range of teaching strategies and resources to maximize their access to the curriculum. We ensure that where necessary individual pupils' needs are also supported by teaching assistants.

Specialist support

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

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who are not achieving their best?
- Are our actions effective?

Where additional outside professionals are needed, they work in our school and become part of the team to ensure that the inclusive ethos is fostered. We are in regular contact with:

- Chatterbug speech and language therapy
- Specialist teacher service for support with cognition and learning, communication and interaction, physical and medical needs
- Woodview Child development Centre
- Brookfields outreach for support for children with ASD
- Link Educational Psychologist advice
- Halton educational psychology service
- SENDIASS team 8. Local schools and settings
- Behaviour support

Admission arrangements

We aim to give all our children the opportunity to succeed and reach their highest level of personal achievement. Our admission arrangements for pupils requiring learning support, physical support or emotional support will not differ from the arrangements for other pupils.

Access to the curriculum At Woodside all our pupils are of equal value and have the same right to take part in the varied activities that we have to offer and the opportunities that they provide. All pupils are given the opportunity to be included on educational visits and residential activities. A range of after school clubs and extra-curricular activities are on offer for both KS1 and KS2 children. When planning their work, teachers consider the abilities of all the pupils in their class. Preplanning and the pupil voice provide opportunities to shape their own learning. Where children are not meeting the age-related expectations, additional support will be provided by using school support plans, Boxall profile and PIVATs 5 materials.

Role of the Governing Body

Our Governing body, in line with the SEND code of practice, has a governor responsible for our inclusion. The Governor will liaise with the head teacher and SENDCO as and where necessary. The Governor with responsibility for SEN provision and Inclusion is Mr. David Baugh.

Review and evaluation of the policy

for its success will be evidence of an inclusive ethos throughout the School, where every child matters. Woodside Primary will not take inclusion for granted and will see inclusion as an ongoing challenge. In the light of this

statement the following existing SEND policies will be appropriately amended to take the principles of inclusion into account:

- SEND Policy
- Behaviour Policy
- Accessibility Plan
- Attendance Policy
- Child Protection
- EMAG/EAL
- Looked After Children
- Equal Opportunities
- Gifted and Talented
- Race Equality
- Citizenship/PSHE
- School Development Plan

This Policy has been written in response to the following laws and guidelines:

- SEND Revised Code of Practice 2020
- Children and Families Act 2014
- Equality Act 2019
- Supporting children in school with medical conditions 2014
- Reasonable adjustments for disabled pupils 2015
- Working together to safeguard children 2018

Concerns/Complaints

At Woodside we have an open-door policy and parents are welcome to discuss any concerns with relevant staff and out Head teacher. Any formal complaints are dealt with in line with the procedures outlined in the complaints policy.

Review

Review Date – September 2025

To be reviewed - September 2026

Headteacher: Richard Collings

Chair of Governors: Emma Speake