



Sir Thomas Abney Primary School

INCLUSION POLICY

May 2015

We all shine

Our School

Sir Thomas Abney is a school where 'Pupils really enjoy their learning and achieve well' (Ofsted Report).

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background that is personalised to meet children's individual needs.

Many of our children, families and staff come from a wide range of cultural and ethnic backgrounds, with over 65% of our children speaking a language additional to English. We recognise that we are part of a wider community and that education begins at home. We encourage families to play an active role in all aspects of our school.

Our school community includes children with a wide range of educational abilities and needs. Sir Thomas Abney is a Language Resourced School (LRS) where we have places for 22 children with speech, language and communication needs (SLCN). Through combined teamwork with specialist staff, speech and language therapists and the Inclusion Team at Hackney Learning Trust, we provide a range of support and specialist teaching to promote the inclusion of children with SLCN within the mainstream setting. We recognise that many of these strategies benefit ALL children and help to support inclusion for all.

The inclusion policy is an umbrella policy which covers and is inseparably linked to every other school policy including; special needs and disability (SEND), race equality, attendance, behaviour, disability equality, gifted and talented, ethnic minority achievement, equal opportunities and anti-bullying.

Aims

The aims of the policy and its impact on practice are:

- To welcome all children and their families from our local community to our school and to value the different experiences, interests and strengths they bring.
- To value all children as active listeners and learners who will be taught and supported according to their individual needs.
- To enable all children and their families to access the curriculum and the life of the school with regard to cultural and social background, emotional, behavioural and academic needs and physical and learning abilities.
- To welcome every child into a positive school environment where challenging and stimulating learning experiences are planned and provided.
- To provide good role models.
- To develop the perception of inclusion as a process and one that will involve the whole school community. To foster the understanding that educational inclusion 'is more than a concern about any one group of pupils'.
- To place inclusive practice at the centre of all initiatives and professional development in the school.

Leadership, management and governance responsibilities

The Governing body will:

- Ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Give details of a nominated governor who has the lead responsibility for educational inclusion and equalities issues.
- Ensure community cohesion.

The Head Teacher will:

- Along with the governing body, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Take disciplinary action against staff or children who discriminate or contravene the policy.
- Ensure the issues of equality and inclusion are addressed within the whole school curriculum.

People with specific responsibilities

- The school has named people with responsibility for co-ordinating any specific inclusion work, reports of racism, harassment, bullying, verbal or physical abuse.

All staff will:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of race, gender, ability, background or other equality issues.
- Positively promote SEND issues and images.
- Keep up to date with equalities legislation by attending training and information events organised by the school or the local education authority.
- Ensure that all children have full access to the curriculum.
- Promote race equality, disability equality and diversity through teaching and through relations with children, staff, families and the wider community.

Visitors and contractors will:

- Comply with the schools educational inclusion policy

Involvement of children

- We are committed to our children having a role in the inclusion process and involve children in decision making through our school council and pupil feedback questionnaires
- Children are involved in evaluating and reviewing their achievements, on a group and individual basis. These will include individual education plans (IEP), Assessment for Learning (AfL), One Page Profiles, parent/carer/child consultations

Promoting equality and inclusion across the school

All policies make a commitment to tackle discrimination and promote inclusion across all areas of school life.

Personal development and pastoral guidance

At Sir Thomas Abney, pastoral support takes into account gender, religious and ethnic differences, disability and the experiences and needs of particular groups of children, (e.g. Travellers, refugees and asylum seekers). The school aims to provide positive role models for all groups of children.

Admissions and attendance

Our admissions policy ensures that we do not disadvantage children from particular groups. We work within the framework of Hackney Learning Trust for the admission of travelling groups, refugees and asylum seekers. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children. When the school is consulted on admitting children with complex needs, the Inclusion Team carefully consider the child's needs alongside the SEND Code of Practice 2014 and look for ways in which they could be included in all aspects of school life (including adapting the physical environment, staff training, employment of new staff etc...).

All staff follow absence procedures, aware of and sensitive to relative community issues. The school is aware of the rights of staff and children to have leave of absence for religious observance. Children's attendance is monitored by ethnicity, disability, traveling and care status. Provision is made for children on extended leave or sick leave or for children travelling, to cover missed work. The school makes prompt referrals to the Home Tuition Service where necessary. Action is taken to address any discrimination or inequality in accordance with Hackney Learning Trust guidance.

Attainment, progress and assessment

Sir Thomas Abney has high expectations of all children and is committed to encouraging and enabling all children to achieve the highest standards. We value all forms of achievement. Children's attainment and progress is monitored in relation to different pupil groups and evaluated to identify trends and patterns of underachievement. Action is taken to remove disparities in attainment and/or progress for groups of children (e.g. gender, SEND, different ethnic groups, Pupil Premium). All methods of assessment ensure, as far as possible, that they are free of cultural or linguistic bias. Children are appropriately supported in assessments so that they are able to show fully, both what they know and what they can do. All assessment procedures are made accessible to children identified as having SEND and those with English as an additional language (EAL).

Behaviour, discipline and exclusions

Sir Thomas Abney ensures that its procedures for applying rewards/sanctions to children and managing behaviour are fair and equitable to pupils from all groups. The effects of prior experience, background or disability on children's behavioural responses, is taken into account when dealing with incidents of unacceptable behaviour in line with the school's behaviour policy. All staff operate consistent systems of rewards and sanctions. All exclusions are monitored by ethnicity, gender and disability to establish patterns, trends or disparities between different groups. Strategies for integrating excluded children or children with poor attendance, are sensitive and address the needs of all groups.

The curriculum

All areas of the curriculum are planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference. Children have the opportunity to explore concepts and issues relating to identity and equality. Steps are taken to ensure that all children have access to an appropriate mainstream curriculum. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children from all

groups. Resources and displays portray positive images of different people from all groups and cultures.

Teaching and Learning

All staff at Sir Thomas Abney create an environment where children can contribute fully and feel valued. Teaching takes account of children's cultural backgrounds, ability, linguistic needs and different learning styles. Teachers use a range of styles which includes collaborative learning so that children appreciate the value of working together. Teachers use a range of sensitive teaching strategies when teaching about different cultural traditions and life styles. These are valued in their own terms and are made meaningful to children. Children are helped to make connections with their own lives. Teachers challenge stereotypes and build self awareness so that they can identify bias and challenge discrimination. The school uses the International Primary Curriculum (IPC) as a basis for planning a curriculum which reflects a range of cultures and perspectives.

Staff recruitment and professional development

All posts, including those for non-teaching staff, are formally advertised. All those involved in recruitment and selection are trained and aware of equal opportunities in the recruitment process, as well as 'Safer Recruitment' practices. All applications for employment, training and promotion, along with details of staff in post are monitored on equalities issues and the data is supplied to Hackney Learning Trust. All staff are enabled and encouraged to develop and achieve their full potential through professional development. Inclusion policies and practices are covered in staff induction. All supply staff are made aware that Sir Thomas Abney is a fully inclusive school.

Partnership with parents/carers and communities

At Sir Thomas Abney all families are encouraged to participate at all levels in the full life of the school. The school works in partnership with families and the community to develop positive attitudes to diversity and difference - and to address specific incidents. Information and material for families, is made accessible - using friendly language and avoiding jargon. Some information is also available in languages or formats other than English (where appropriate). The school's premises and facilities are fully accessible to (and used by) groups from all local communities.

Policy into practice

The school has action plans which directly feed into the school improvement plan and both short and long term targets are set. Co-ordinators ensure that their specific action plans address key Inclusion issues. The staff are made aware of their responsibilities to ensure the implementation of the inclusion policy.

Monitoring and review

Actions, developments and progress will be monitored by the senior leadership team of the school.

Every term, we collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to gender, SEND; ethnicity, culture, home language and religious affiliation.

Inclusion Policy

Updated May 2015

To be reviewed: May 2016