ECTON BROOK PRIMARY SCHOOL

POLICY FOR INCLUSION

2026

.

Next review date: July 2028

Values and Ethos

Ecton Brook Primary School is a happy, vibrant and secure learning environment where every person is valued. We provide a relevant, creative and challenging curriculum through which the children can develop the confidence to reach their full potential in an ever changing world. We seek to develop the aptitudes, skills and knowledge which will help pupils achieve through praise, encouragement and high expectations of work and behaviour.

SCHOOL AIMS

To provide a happy, stimulating, challenging, secure and safe environment which will give all the children and adults an equal opportunity to develop their abilities and personalities as fully as possible.

To encourage and develop positive attitudes to learning, curiosity, independence, confidence, self-respect, self-discipline, respect for and the ability to co-operate with others.

To provide excellence in teaching and enjoyment in learning through a broad, relevant and creative curriculum, enabling all children to achieve their full potential.

To equip our pupils to take their place in society, in working, social and leisure situations.

To create a community where pupils, parents and staff can effectively work together to enhance the education provided for our children.

To promote and encourage children and adults to lead a healthy lifestyle, enjoy physical activity and achieve a sense of personal wellbeing.

To help children gain an awareness of and respect for their own beliefs and those of others in order to become a responsible member of society.

To encourage children to learn from and actively care for their environment.

Ecton Brook Primary School
Inclusion Policy

Introduction

The values and ethos of our school talk of valuing the individuality and developing the potential of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matters. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background, and recognises that Britain is a modern inclusive society with people from all backgrounds.

The Inclusion Lead, Louise Hyslop & school SENDCo Sue Townsend can be contacted via 01604 409 608 or 01604411534

Aims and objectives

Our school aims to be an inclusive school and fully embraces all elements of The Special Educational Needs & Disability Code of Practice 2014, The Children and Families Act 2014 and The Equality Act 2010. In line with the recommendations of the Rochford Review (June 2017), our school will routinely assess pupils with SEND in all EHC (Education and Healthcare) domains of need and report holistic progress in tandem with attainment data from statutory assessment.

We actively seek to engage families in their children's education and where language is a barrier to inclusion, communicate with parents in their home language using translated letters and translators. We work hard to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, so that equality of opportunity can be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers

The National Curriculum is our starting point for planning a curriculum where learning is relevant and subjects are linked, and which meets the specific needs of individuals and groups of children. We meet these needs through:

- Quality first teaching, which is adapted to ensure that all learners are included.
- Setting suitable learning challenges and responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing a wide range of curricular opportunities as part of, and in addition to, our daily curriculum.
- Ensuring that where possible our curriculum and resources, including staffing, reflect our diverse population in order for all children to feel included in all aspects of school life.
- Ensuring that the Pupil Premium (Disadvantaged Pupil) fund is appropriately spent in order to maximise learning and address barriers that children may face.

- Prolonged withdrawal from the mainstream classroom for most children with SEND or EAL is not recognised as good practice.

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

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Are our children educated about and prepared for life in modern Britain?

We actively encourage diversity in staffing and Governing Body representation in order to ensure that children have positive diverse role models from a range of backgrounds.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Teaching and Learning

It is the responsibility of the Inclusion Leaders (Louise Hyslop Deputy Head & Sue Townsend SENDCo) to lead and oversee Inclusion within the school. This includes ensuring that the aims and objectives of the Inclusion Policy are adhered to and met, and that information concerning inclusion is monitored and shared appropriately and regularly with the Head Teachers (Debbie Archer & Neil Woods), senior leaders, Governors and parents.

- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.
- We encourage children to be familiar with their own learning styles and teach using strategies which enable visual, auditory and kinaesthetic learning to take place.
- We work hard to build children's confidence in themselves as learners by using varied approaches which value children's aptitude as learners beyond their academic potential.
- We assess children's views about themselves and school through pastoral support and pupil voice and target 'at risk' children through a programme of support from our school Learning Mentor and Family Support Workers.

- We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can.
- We make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.
- When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and seeking the advice of professionals from outside agencies, if this is appropriate.
- Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude and will seek outside support or opportunities if appropriate

Teachers are familiar with the Equality and Diversity legislation covering race, gender and disability.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in school in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully, regardless of disabilities or medical needs

Additional SEND support

Definition of Special Educational Needs
Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

• Have a significantly greater difficulty in learning than the majority of children of the same age.

• Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the adaptive curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
Pupils will be placed on the school's SEND register and may be supported by an outside agency. Personal targets will be set with the school's SENDCo and SEND Teacher. Outside agencies may include (but are not limited to) Educational Psychologists, SALT, CAMHS, Occupational Therapists or Physiotherapists.

It may be decided that a very small number, but not all of the pupils on the SEND register will require additional Targeted SEND funding, for which an application needs to be made to the Local Authority. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the West Northants SEND Ranges guidance published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Different children will require different levels of support and adaptation in order to help them make progress and achieve their potential. Therefore, some children may have needs that are ongoing, significant and sustained. In this case, in addition to provisions, an Individual Education Plan (IEP) detailing more enhanced support, may be written, although this is no longer a statutory requirement. This working document is written in conjunction with class teachers and the SENCo or SEN teacher. IEPs are

reviewed, at least termly, by class teachers in consultation with the SENCo or SEN teacher as appropriate. IEPs are shared with parents, at least termly usually at Termly Learning Conferences.
For a small number of pupils with severe, sustained and significant needs, it may be appropriate to make a request for a Statutory Assessment of a child's Education, Health and Care needs (EHCP). This would be completed in collaboration with parents/carers, the Local Authority and any external professionals supporting the family.

Children with disabilities

Some children who come to our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children will not be placed at a substantial disadvantage compared to non-disabled children.

Teachers will modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- uses assessment techniques that reflect their individual needs and abilities

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater adaptation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Inclusion and racism

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). The diversity of our society is addressed through our schemes of work, which reflect the

programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing body by the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Equality Policy.

Inclusion and EAL (English as an Additional Language)

Where children are under achieving and/or identified EAL needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers adapt work as part of quality first teaching
- Small group withdrawal - targeted approach/keep & catch-up activities
- Individual class support/individual withdrawal e.g. precision teaching, pre-teach
- Bilingual support/access to materials in translation
- Further adaptation of resources - pictorial representations
- Class and cross school buddies
- Homework/learning support club
- ICT resources to support our EAL community

Inclusion and Looked After Children

Our school recognises that children who are looked after in Local Authority Care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. (see Ecton Brook Looked After Child Policy)

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.
We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and review
This policy is monitored by the Governing body and will be reviewed every two years.

This policy applies to staff on Ecton Brook Primary School, Ecton Brook Bellinge Campus, and Ecton Brook Before and After School provision.

The school SENCo Susan Townsend can be contacted via enquiries@ectonbrook.org.uk

Further information can be found at: Local Offer, SEND and EHC plans | North Northamptonshire Council (northnorthants.gov.uk)