PITMASTON PRIMARY SCHOOL
INCLUSION POLICY

(To be read in conjunction with the SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY, EQUAL OPPORTUNITIES and SAFEGUARDING POLICY)

Pitmaston Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. We make it clear that we value the individuality of all our children and are committed to giving them all 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 matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or social background.

Inclusion Policy Aims and Objectives

Our school aims to be a fully inclusive school. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- plan a curriculum that meets the specific needs of individuals and groups of children;
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this might include speech and language therapy or mobility training).

We ensure the achievement and well-being of different groups of children within our school:

- Children of all genders;
- children with Special Educational Needs and/or Disabilities (SEND) [see SEND policy];
- children who speak English as an Additional Language (EAL);
- minority ethnic groups and faiths;
- children from low income families who are entitled to Free School Meals (FSM);
- higher attainers working at Greater Depth;
- children who are at risk of exclusion [see SEND policy];
- Gypsy, Roma and Travellers (GRT);
- asylum seekers;
- service children;
- Children who are Looked After (CLA);
- vulnerable and safeguarded pupils.

Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on-going assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities and experiences of all their children and to plan appropriate, well-matched learning activities for all.

When the attainment of a child falls significantly below the expected age-related level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers offer greater challenges, the opportunity to work at greater depth and enriching opportunities within the area or areas for which the child shows particular aptitude.
Teachers are familiar with the equal opportunities legislation covering race, gender and disability [see our Equal Opportunities Policy].

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;
- observe any particular religious practices in relation to their clothing or daily routines;

- use learning resources which 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 individual needs.

Inclusion Team

The Inclusion Co-ordinator meets with the Inclusion team on a regular basis to discuss and continuously try to improve best practice and in turn raise standards for all pupils. The Inclusion Team consists of the Inclusion and Special Educational Needs Co-ordinator (INCO/SENCo), the Designated Senior Mental Health Lead, the Family Support Worker (FSW), the More and Most Able (MMA) Co-Ordinator & Equality Lead, the English as an Additional Language (EAL) Co-ordinator, school's Mental Health & Well-Being Therapeutic Practitioners & trained Thrive Practitioners, school's EAL Support Assistant and the Early Years & KS1 High Level Needs Advisor.

Monitoring and Assessment

Baseline and ongoing assessments take place within the Early Years Foundation Stage. This gives information about the children's developmental stages across the areas of learning. This ongoing assessment is used to support all pupils' progress and learning.

All children undertake the phonics screening check (PSC) in Year 1, the multiplication tables check (MTC) in Year 4, national tests at the end of Year 6, plus summative tests in Years 1, 2, 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress.

Teachers discuss the children's progress with parents at two parents' evenings and report annually on each child's progress in July.

Children with Special Educational Needs and/or Disabilities (SEND)
[refer to separate SEND policy]

Pitmaston Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015). Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

The Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers. They will co-ordinate provision for pupils with SEND as part of the Inclusion Team.

All children are entitled to their full curriculum offer. At Pitmaston, we have a research-informed, ambitious curriculum, in line with the National Curriculum, which is personalised and progressive and starts in the Early Years. Where pupils have special educational needs and/or disabilities, a graduated response will be implemented. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

For the small number of pupils working two or more years below their chronological year group, teachers refer to the SEN Toolkits to support the identification, provision and tracking of progress for these pupils with significant cognition and learning difficulties. Continuums in reading, writing and maths ensure that children with SEN make consistently high rates of progress in relation to their stating points so that gaps between areas of learning can close. This assessment tool shows smaller steps of progress for these children and clearly identify next steps for these children.

If any pupils in school were working below the level of the national curriculum and not engaged in subject-specific study, the STA engagement model assessment tool will be used to support these pupils. The 5 areas of engagement are exploration, realisation, anticipation, persistence and initiation.

This is a formative and summative assessment approach, following the continuous 'assess – plan – do – review' cycle to enable the child's achievements and progress to be measured over time. This model is a pupil-centred approach and parents, school and external agencies will work together to encourage the enrichment of the pupil's personalised curriculum.

Children with English as an Additional Language (EAL)

We are committed to providing appropriate provision of teaching and resources for children for whom English is an Additional Language (EAL) and for raising the achievement of children from ethnic minorities. We identify individual children's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Each class has a separate EAL register to the SEND register. Children are not registered as having a learning difficulty solely because their home language is different from the language in which they are taught.

We aim to ensure that all ~~EAL~~ children with EAL are able to:

- use English confidently and competently;
- use English as a means of learning across the curriculum;
- where appropriate, make use of their knowledge of other languages.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All children have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs and/or Disabilities.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on, and benefit from, well-developed home language and literacy in the home.
- All languages, dialects, accents and cultures are equally valued. A 'language of the week' is chosen, by the EAL Co-ordinator, to greet the children and adults each morning during registration. Languages are celebrated according to the percentage of pupils speaking the language in school.

Teaching and Learning

Resources and targeted practice are carefully selected to support pupils with EAL. The Inclusion team works with pupils individually and in groups focusing on key features of language. These might be key words, visual resources, certain patterns of grammar, use of language or forms of text. Resources, strategies and support is given to teaching staff where applicable. Every classroom has a visual timetable to ensure that all pupils are aware of the structure of the day and visual symbols using the Widgit online programme are displayed around school.

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the primary frameworks. Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that children are able to participate in all lessons. Staff review groupings regularly and, where appropriate, would consider arrangements to ensure that ~~EAL~~ learners with EAL have access to strong English language peer models.

Assessment
Pupils with EAL are assessed on their levels of English proficiency as follows:

- A: New to English *May use first language for learning and other purposes*
- B: Early acquisition *May follow day-to-day social communication in English and participate in learning activities with support*
- C: Developing competence
- D: Competent
- E: Fluent

For those pupils requiring additional support with their English language acquisition, targets are set by the class teacher and intervention is put in place with the EAL Support Assistant.

Strategies
Staff use a range of support strategies to ensure curriculum access including:

- collaborative group work;
- enhanced opportunities for speaking and listening in class with a focus on Oracy skills (e.g. Talk Partners);
- effective role models for speaking, reading and writing;
- a buddy system can be used to pair pupils across school speaking the same language;
- additional verbal support-repetition, alternative phrasing, extension of responses, and peer support;
- additional visual support e.g. posters, objects, non-verbal clues, pictures, routine boards, Widgit labels, demonstration, use of gesture etc.;
- writing frames, directed activities related to texts;
- opportunities for role play;
- children receiving regular feedback from staff;
- opportunities to involve children from ethnic minorities in discussions about the similarities and differences in cultures as shown in texts/visual images etc.;
- discussion provided before and during reading and writing activities;
- further support for children's social language development provided outside the formal curriculum e.g. in assemblies, school clubs, homework clubs etc.

Special Educational Needs and ~~EAL~~ Children with EAL
The school recognises that most ~~EAL~~ children with EAL needing additional support do not have special educational needs. However, should special educational needs be identified during assessment, ~~EAL~~ children with EAL will have equal access to school's SEND provision.
Similarly, the school recognises that there may be ~~EAL~~ children with EAL who are working at Greater Depth, even though English is not their first language.

Higher Attainers

We believe in providing the best possible provision for pupils of all abilities and recognise and support the needs of those children in our school who have been identified as 'Greater Depth' in any subject area.

We promote individualised or personalised approaches to learning for these pupils who tend to benefit from having more control over how they learn. Provision will be made for these children within the normal class teaching. Many pupils who are 'Subject Ambassadors' demonstrate a passion and high level of knowledge and skill for the specific subject area. Additionally, enrichment or extension activities and challenge will be provided to promote their skills and talents further still.

While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

Our aims are to:

- ensure that we recognise and support the needs of all our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently**.**
- have high expectations for all.

Identification of Higher Attainers

We use a range of strategies to identify the higher attaining children in line with our assessment processes. The identification process is ongoing and begins when the child joins our school. Discussions with parents/carers enable us to add further details to these records.

In reading, writing and maths, higher attaining children are identified as those who have been identified as working at an 'above expected' level across each year group.

Minority Ethnic Groups

The diversity of our society and community is addressed through our ambitious, research driven Curriculum which reflects the Programmes of Study of the National Curriculum and respect all faiths and beliefs. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of race, faith or ethnic background.
All racist incidents are recorded and reported to the Senior Leadership Team and Governing Body by the Head teacher. The school contacts parents/carers of those pupils involved in racist incidents.

Vulnerable and Safeguarded Children
[refer to the separate Safeguarding Policy]

The Designated Safeguarding Lead (DSL) is the Deputy Head teacher, who has received the appropriate up to date safeguarding training and follows the procedures set out by the Worcestershire Safeguarding Children Board (WSCB), taking account of guidance issued by the Department for Education (DfE) and in line with Keeping Children Safe in Education (~~2025~~ 2026). The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school. The Head teacher, Assistant Head teacher, School Business Manager, Family Support Worker and KS1 Phase Leader are also trained as Safeguarding Leads. All staff members have annual safeguarding training and this forms part of all new staff members' induction. The important message is reinforced with all staff within the safeguarding training that pupils with SEND could be more vulnerable to abuse due to their level of need. Therefore, this training ensures that all staff can competently identify signs of abuse, harm, neglect and other dangers which a child with SEN may not be able to communicate.

We recognise that children who have suffered any form of abuse or witnessed violence may find it difficult to develop a sense of self-worth due to the trauma they may have experienced. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will offer immediate emotional support for the pupil in various ways.

Children who are Looked After (CLA)

The school's named person for Children Looked After is the Assistant Head teacher who is responsible for:

- co-ordinating provision for CLA and monitoring their progress both academically and socially;
- liaising with carers, other schools, class teachers and other external agencies;
- reporting to the Governing body termly on provision and progress for CLA;
- ensuring all CLA have a personal education plan (PEP) completed by the CLA team.

Children in the Looked After system are vulnerable children and, while they may have no special needs in relation to learning or behaviour, they are in need of support initially when joining the school, where their academic and personal progress is carefully monitored to enable them to make the best progress possible. Contact is made immediately with the Virtual Team who can provide 1-1 sessions supporting areas of the curriculum as well as protective behaviours work for some children.

Evaluation of the Inclusion Policy
The Governor with responsibility for Special Educational Needs and/or Disabilities (SEND) and Inclusion will regularly monitor the provision for all pupils and ensure that the policy is applied in practice. The Inclusion Co-ordinator will ensure that the policy is monitored and regularly updated and links to the SEND policy, Safeguarding policy and Equal Opportunities Policy. The school will regularly assess and report to governors on the progress and success of the pupil groups identified in comparison to local and national data.

This policy was approved by the Governing Board on 1st October 2026.
This policy is due to be reviewed in September 2027.