



INCLUSION POLICY

**This policy has been amended and
the amendments are highlighted
in yellow**

Brookfields Primary School Inclusion Policy

Introduction

Brookfields Primary is an inclusive school. This is reflected in our policy and practice for teaching and learning, medical needs, behaviour, equal opportunities, child protection, SRE and admissions.

Should parents within the Brookfield school community, have concerns around any aspect of their own or their child's life which is having a negative impact, please come and speak to Mrs Benton (Assistant Head teacher) or Mrs Flett (Early Years SENCO).

As an Inclusion team, we see it as our role to improve outcomes for our school community and turn negatives into positives!

We aim to:

- give children a positive and secure educational experience irrespective of gender, ethnicity or ability.
- provide a stimulating learning environment, appropriate to the age and ability of the child, across the whole curriculum.
- work closely with pupils, staff, families, governors, the community and partner agencies.

This will be achieved by:

Ensuring equality of opportunity for all pupils in the school including:

- Boys and girls.
- Pupils from different faiths, ethnicities, travellers, asylum seekers, refugees.
- Pupils who have English as an additional language.
- Pupils who have Special Educational Needs.
- Pupils who are gifted and talented.
- Pupils who are looked after children.
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

Designing a curriculum to promote a full range of learning, thinking and life skills by:

- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership with the whole community, particularly parents and governors.
- Setting suitable learning challenges.
- Responding to the learning needs of every child by 'personalising learning' and promoting independence in the classroom (see appendix 1).
- Overcoming potential barriers to learning and assessment.
- Reviewing outcomes for different groups and using the information to plan future action.

Developing and maintaining partnerships with a range of agencies to support an integrated approach to children's safety and well-being including:

- SENAR (Special Educational Needs Assessment and Referral Service)
- SEN Parent Partnership Service
- COB (City of Birmingham Schools) who provide supporting advice for behaviour
- PSS (Pupil Support Service)
- CAT (Communication and Autism Team)
- Educational Psychology
- LACES (Looked After Children in Education Service)
- Admissions and Appeals
- IFST (Integrated Family Support Teams)
- Child Social Care
- FTB (Forward Thinking Birmingham) who give advice with children's social, emotional and mental health

- NHS (National Health Service)
- Arch Project (Barnardo's)
- Peacemaker (West Midlands Quaker Peace Education Project)
- TAF (Team around the family)

The School's Inclusion Group meets weekly to co-ordinate support for children. The group consists of staff in the following roles within school:

- Assistant Head teacher for Inclusion
- DSP (Designated person for Child Protection)
- Pastoral Manager (responsible for attendance monitoring)
- EAL (English as an additional language) Support Teacher
- Early Years Senco (Special Educational Needs Co-ordinator)

Other staff and outside agencies attend as appropriate.

The group co-ordinates an integrated approach to supporting children under the direction of the head teacher.

Providing a happy, healthy and safe school environment by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all pupils;
- Providing high quality pastoral care, support and guidance through EAL support, learning mentoring, parenting support.
- Ensuring the safety and well-being of children and staff
- Maintaining an open ethos in which the views of all individuals and groups are heard and taken account of.

Monitoring impacts of effectiveness by:

- Analysis of data such as Raise-on-line information; half termly 'in house assessments' (including I2P/IBP and SEN code of practice data) and value added information from Teacher Assessments and SATS
- Personal feedback from children, affected groups and parents

- Family Common assessment framework (fCAF) 'target meeting' information and real improvements, for those concerned, in social situations as our initial response to the "Early Help" agenda.
- The Safeguarding and SEN Governors to meet, at least termly, with members of the Inclusion team, to monitor the strategic effectiveness and outcomes for families, individuals and groups of pupils.

Whilst this policy provides a framework for action, we seek always to respond to new situations and challenges and to improve and develop our practice.

This amended policy was adopted by the Full Governing Board

on 1/12/16

Signed: D L Cutting

Date: 8/12/16

