



Howard Primary School

INCLUSION Policy ***(Incorporating English as an Additional Language and More/Most Able and Talented provision)***

This policy should be read in conjunction with the school's SEND policy and the school's Visions and Aims (available on our website).

Rationale:

Howard Primary School (HPS) is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs (See SEND policy), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

HPS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- pupils who receive the Pupil Premium
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners whose level of English language is limited and therefore insufficient to access the full curriculum without support
- learners with special educational needs
- learners with a disability
- those who fall within the more/most able and talented (MAT) category
- those who are looked after by the local authority (LAC)
- others such as those who are sick; those who are young carers and those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning due to limitations in their knowledge of English and who typically have English as an additional language (EAL), more/most able children who require challenging in order to develop their abilities or talents further (MAT), as well as any other child who has a vulnerability that may pose a significant barrier to achieving their full potential.

HPS acknowledges and understands that these groups are not mutually exclusive and that children with low proficiency in English may indeed fall into the more/most able and talented category (MAT) or may have additional vulnerabilities which must be taken into account. SEND issues are covered by our SEND policy available on our website for download or from the school office in hard copy.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At HPS we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The development and monitoring of the school's work on Inclusion will be undertaken by the Senior Leadership Team (SLT) and the Governor with responsibility for Inclusion and Safeguarding. Matters relating to EAL and MAT are coordinated and monitored by Gavin Govinden who is a member of the Middle Leadership Team and responsible for managing and reviewing provision for these particular groups. This role is carried out under the umbrella of supervision from members of the Senior Leadership Team and the Governors.

Objectives:

1. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children for whom English is an Additional Language and those who fall within what HPS considers to be the most able learners in a given curriculum area or those who display a particular talent in non-core academic subjects (e.g. sport, music, art, drama etc.)
2. To continually monitor the progress of **all pupils**, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through quality first teaching and differentiated planning by class teachers and support staff as appropriate.
4. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as EAL or MAT learners.
5. To ensure that pupils within these groups are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parents/carers.
6. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
7. To enable all children, regardless of ethnicity, language proficiency or other vulnerabilities to leave HPS well equipped in the basic skills of literacy, numeracy and social independence required to meet the demands of secondary school life and learning.
8. To work closely with parents and carers to meet their child's additional needs.
9. To allow the pupils' voice to be heard throughout the learning process and to encourage independent thought and reflection on how their own learning is progressing.

Inclusion Principles

- Staff at Howard Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment

- Howard Primary School is a multi-storey school consisting of a Victorian building (The Original Building) which houses only KS2 classrooms and the new build (The New Building) which currently houses reception to year 3 classrooms. Both areas are joined by stairs and there are lift facilities in the New Building. The Original Building is built on two levels with stairs from ground floor to first floor. Entrance to the building is through the main front door accessed from Dering Place or through doors by the hall when the school is open. Classrooms are accessed by corridors. The New Building is built on 6 levels with stairs from the ground to the 6th floor as well as access to all floors by lift. The entrance to the New Building is through the main front door into the foyer. The New Building can also be accessed via connecting walkways on the first and second floors of the Original Building.
- There are currently no shower, changing or laundry facilities. The Original Building is served by toilets on the first and second floors for use by Key Stage 2 and Key Stage 1 children during lunch times and play times. The New Building has 2 disabled toilets located next to the office and next to the reception teaching area. All classrooms in the New Building have their own toilet facilities.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps).
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum is delivered flexibly enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer assessment and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum

through specialist resources such as ICT where this is appropriate (see SEND Policy).

The school will ensure that extra-curricular activities are barrier free and do not exclude any pupils.

Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Howard Primary School uses a range of assessment procedures within lessons (such as photography, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

There are currently two reception classes. Children identified, prior to joining our school, as having additional needs will be monitored and supported as appropriate.

Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with an Individual Care Plan (ICP) will be invited to discuss the provision that can be made to meet their identified needs (see SEND Policy for details).

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples' organisations on appropriate resources.

Terminology, imagery and disability equality

The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with any derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

HPS encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

HPS recognises that there may be a number of disabled parents/carers of children within the school at any one time and we aim to ensure they are fully included in parents/carers activities.

Disability equality and trips or out of school activities

HPS tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our afterschool activities.

Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs achieving age related expectations at the end of KS1 and at the end of KS2
- A reduction in behaviour incidents and exclusions.

Target setting for all pupils takes place regularly within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to reach age related expectations at the end of Key Stage 1 and at the end of Key Stage 2. These targets aim towards increasing the number of children with additional needs who achieve age related expectations at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least age related expectations.

The policy itself will be reviewed annually by the Governing Body.

Dealing with complaints:

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO (who may refer the matter to the EAL / MAT coordinator if appropriate), who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office or from our website.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with Individual Care Plans after specialist advice has been sought. Specialist resources for children with EAL or MAT children are purchased on the advice of the EAL/MAT coordinator, Maths Coordinator and English coordinator.

Provision for children with EAL

Background and Rationale:

At the time of writing this policy, approximately 57% of children at HPS are classified as having EAL. This is a figure we are proud of and celebrate within the school as it reflects the rich and diverse nature of our local community. At HPS, the term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. Pupils with EAL, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. We recognise that such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the **Race Relations Act of 1976** which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education. This policy sets out our objectives and strategies with regard to the needs and skills of EAL pupils.

In our school the teaching and learning, achievements, attitudes and well-being of every individual child are of the utmost importance. We encourage all children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. We recognise however that children who are learning English as an additional language may have skills and knowledge similar to or indeed surpassing monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English and it is important to us that we do not lose sight of this when providing support for this vulnerable group.

Our Aims:

The National Curriculum entitles all children to the same high standard of education regardless of their ethnicity or first language. Our school ethos and **UNICEF Rights Respecting School** status aims to promote the principles of fairness for all through the provision of quality education for each and every child. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. To achieve this HPS aims:

- To ensure that the school reflects the cultural diversity of the local community.
- To assess individual children with EAL appropriately, taking into account their educational background and communication abilities in their home language as well as in English.
- To establish communication links with home and family and to identify the cultural and religious background of every child with EAL to allow for more personalised provision.
- To provide appropriate support where needed for that child to access the curriculum.
- To ensure that the classroom ethos reflects that of the school as a whole, i.e. that every child's culture and language is valuable and can enrich our learning environment.
- To monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning.
- To keep all staff informed on current developments in supporting pupils with EAL by providing opportunities for information sharing/gathering and training.
- To support teachers with resourcing and planning for pupils with EAL to allow for that child to make maximum progress.

We aim to develop their spoken and written English by:

- Embedding relevant GPS (Grammar, Punctuation, and Spelling) level work into every area of the curriculum.
- Ensuring that vocabulary work covers both technical vocab required to access a particular topic as well as the everyday meaning of key words and idioms.
- Displaying key vocabulary in classrooms, working walls or in children's books.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Providing opportunities for collaborative work as much as possible.
- Using peer support from different age ranges in the form of Language Ambassadors.

We aim to ensure access to the curriculum by:

- Differentiating appropriately for all children with EAL.
- Providing visual support for that child wherever possible.
- Using accessible texts and materials that suit children's ages and levels of learning.
- Using dual language books to engage children and parents with reading at home.
- Providing support through ICT, video or audio materials, dictionaries and translation software.
- Using the home or first language where appropriate.
- Setting targets in literacy appropriate to the child's level of spoken and written English.
- Where appropriate, delivering teaching of synthetic phonics from the outset and monitoring progress closely.
- NOT assuming a child is less able just because their English is poor, but recognising that if they are less able, referral to the SENCO may be necessary.

Language Ambassadors:

At Howard primary we are committed to valuing and celebrating the diversity of our school and local community. We believe that children can play an integral role in supporting and welcoming peers who are new to England and new to the English language. Our wide range of ethnic groups and languages at Howard places us in a unique position to do this.

Language ambassadors are selected amongst the bilingual children who attend HPS and gives them a position of responsibility. Children are selected as Language ambassadors on a needs basis and will change to reflect the most widely spoken languages across the school at any given time. If a child joins HPS with a first language that is not currently spoken by a Language Ambassador, the EAL coordinator will try to find a child who is able to speak that language and may appoint them as a Language Ambassador if appropriate.

Language ambassadors are selected if children demonstrate the following qualities:

- The child is bilingual in the relevant language.
- The child is a good role model to others in the school.
- The child can demonstrate a good understanding of our Core Values.
- The child is able to form good relationships with their peers in general.
- The child is sensitive to how children without knowledge of English may feel upon arrival.

Language Ambassadors are given the responsibility to help new arrivals with poor English skills to feel welcome and settled in School, serving as a buddy for a minimum period of 2 weeks (but as long as that child feels they need to settle into school routines and procedures).

Duties of Language Ambassadors may include some or all of the following:

- Introducing children to teachers and support staff.
- Showing children around the school.
- Buddying up with children at play times and lunchtimes.
- Translating important information to children.
- Providing friendship and emotional support to children who do not feel comfortable yet talking to teachers.
- Feeding back to the EAL coordinator if a new arrival expresses any concerns directly to them.

We feel that giving a range of responsibilities to children at Howard helps not only the new arrivals but also the Language Ambassadors themselves. We believe that appointing these positions of responsibility to the right children helps them to:

- Build confidence within a role of responsibility.
- Feel valued and appreciated at school.
- Develop strong relationships with teachers and other pupils.
- Understand and empathise with children from EAL backgrounds.

Differentiated Curriculum Provision:

Children with EAL (but not all) may require differentiation in all or some areas of the curriculum. The differentiation may involve modifying learning objectives, adapting teaching styles, introducing different resources and adopting different questioning and scaffolding strategies.

Differentiation for children with EAL will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Role and responsibilities of the EAL Coordinator:

- Manage and implement the HPS induction process for new arrivals with EAL (see appendix 1).
- Monitor and track progress of children with EAL who require support against the NASSEA assessment criteria.
- Monitor standards of teaching and learning of pupils with EAL.
- Liaise with class teachers to identify and support pupils with EAL.
- Identify areas for development and arrange for improved provision.
- Analysis of relevant school data for improvement purposes and deploy and manage intervention based on the results of that analysis.
- Identify more able and talented pupils with EAL and monitor their attainment and progress.
- Consult with external agencies when required.
- Manage language support staff and monitor effectiveness of interventions.
- Manage resource materials and equipment available to support children with EAL in school.
- Provide feedback from observations, learning walks and book scrutinies on how to improve provision in class for children with EAL.
- Ensure that the school environment and individual learning environments are conducive to supporting children from diverse cultural backgrounds.
- Monitor and track progress to inform provision for individually targeted children.
- Hold pupil progress meetings with class teachers to discuss strategies to boost attainment / progress and to flag concerns.

Provision for More/Most Able and Talented (MAT) children:

“A bright child can answer the questions, the most able child can question the answers.”

At Howard Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as more/most able and /or talented (MAT). We believe that as with all children, the specific talents and skills of children considered to be MAT need to be nurtured by providing them with either the opportunities to work at high cognitive levels in academic areas or a chance to aspire for creative or physical excellence.

Our aims for MAT at Howard:

- To promote the accurate identification of MAT pupils, using a variety of methods of assessment.
- To ensure that all MAT children achieve their full potential.
- To provide a rich, challenging and differentiated curriculum in which MAT children can work.
- To give opportunities in all curriculum areas to develop talents, creativity and reasoning skills.
- To create an ethos where pupils can have and achieve the highest aspirations.
- To work in partnership with parents to further develop a child's abilities wherever possible.

Assessment and Identification of MAT:

- We recognise that a Class Teacher's knowledge of their children is often the best and most detailed source of information available. There are however several ways in which a child may be identified as MAT at Howard:
- Many MAT children will be identified because their progress through the National Curriculum takes them beyond the expectations for their age. This may occur through testing or teacher assessments.
- Teachers also perform regular (formative) assessments of each child's progress in each subject and the children who are performing above the average for their peers will be clear to teachers on a day by day or week by week basis.
- We recognise that children who may be underachieving academically may have considerable talents or skills in a range of areas outside the National Curriculum which should be developed further by the school wherever possible.
- A range of people may be involved in the identification process:
 - Teachers
 - Support staff
 - Parents/Carers
 - Pupils
 - Specialists such as sports coaches or music teachers

Characteristics we look out for at Howard:

MAT pupils are a diverse group and their range of attainment will be varied. We believe however that they are more likely than most pupils to demonstrate one or more of the following:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all MAT pupils are obvious achievers. Many may under achieve and their potential can be masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils.

Monitoring MAT children:

Monitoring of MAT pupils is the responsibility of the class teacher in accordance with the Teaching Standards and within the ethos of Quality First Teaching for all.

The MAT Coordinator (in collaboration with subject leaders) will be responsible for:

- Monitoring teachers' planning to ensure that suitable tasks are being undertaken by the MAT children in the different curriculum areas.
- Monitoring the progress of MAT children through discussions with the class teacher and reviewing assessment data to check if MAT groups continue to make above average progress.
- Supporting staff in the identification of MAT children.
- Supporting staff with resourcing for MAT children.

Provision for MAT children:

Whilst enabling pupils to access work which would typically be for older pupils (acceleration) can be one way of providing for MAT children, this is not the main focus of our provision. At Howard we focus on *mastery with greater depth* as the main strategy for meeting the needs of MAT pupils. This approach allows us to deepen as well as *broaden* a pupil's education and reduce the risk of simply moving children on superficially to more complex concepts (also known as acceleration). Techniques to develop mastery with greater depth can consist of:

- varying the kind of support and intervention the child receives

- adjusting the questioning and scaffolding
- challenging MAT children through more demanding tasks which *deepen* their knowledge of the *same content* rather than simply moving them onto the next topic
- encouraging MAT children to develop more sophisticated thinking and reasoning skills
- building on a child's ability to explain a concept and use that understanding to solve a variety of problems
- building on MAT child's creativity and imagination to solve a problem
- allowing a child to investigate and explore concepts, communicate results and generalise based on what they have learned

Types of Provision:

In-class provision:

- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- Enrichment of learning.

School based provision, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- School societies and councils.
- Specialist Teachers (Music and P.E)
- Intervention Groups.
- Opportunities to learn a variety of musical instruments.
- Opportunities for performance and drama.
- Workshops with cluster schools.

Out of school provision – Howard Primary School will aim to:

- Help children find support, training and clubs for more diverse talents.
- Help children access opportunities to enter national schemes/competitions.