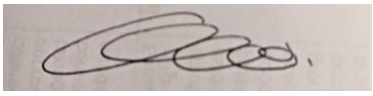
BJS Federation of Schools

Inclusion Policy

Policy Adopted by Executive Headteacher on: Spring 2023
Policy Due for Review on: Summer 2027

Signed
Ms. A. Parker, Executive Headteacher

Signed 
Mrs T. Wakefield, Chair of Teaching & Learning & Wellbeing Committee

*School refers to all schools within the BJS Federation of schools

1. Introduction

1.1 The BJS Federation of Schools values the individuality of all 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 matter. This policy helps to ensure that the school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2. Aims

2.1 The BJS Federation of Schools aims to be an inclusive Federation. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention that we pay to the different groups of children within the school:

- Pupils from minority ethnicities, faiths, travellers, asylum seekers, refugees;
- Pupils who need support to learn English as an additional language;
- Pupils with Special Educational Needs and or Disability (SEND);
- Boys and girls;
- Able and Talented Pupils;
- Pupils entitled to Pupil Premium;
- Pupils entitled to Free school meals;
- Pupils with poor attendance;
- Pupils who are at risk of disaffection or exclusion; pupils from families under stress;
- Pupils with emotional and behavioural difficulties;
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families;
- Pupils who are young carers;
- Pupils at risk of significant harm;

2.2 The National Curriculum is our starting point for planning a creative curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups of pupils. This includes speech and language therapy and mobility exercises for our pupils with physical needs.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils;
- Sharing any concerns, we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil;
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils;
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil;

3. Promoting and Supporting Inclusion

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

- Do all our pupils achieve their best?
- Are there differences in the achievement of different groups of pupils?
- What are we doing for those pupils who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing our pupils to live in a diverse society?
- Are we making sure that our pupils are aware of their rights?

3.2 E.g. the Convention on the Rights of the Child states that under Article **23: Children with disabilities –** Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

3.3 Article 29: Goals of Education – Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others human rights and their own and other cultures.

3.4 Article 30: Children of minorities/indigenous groups – Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone.

4. Senior Leadership Team and our Governing Board:

- The responsibility for making The BJS Federation of Schools a truly inclusive Federation lies with the Executive Headteacher, Head of School, Senior Leaders and the Governing Board.

- The Federation has a Curriculum Map which is used by the class teachers to plan appropriate and differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs.

- The Executive Headteacher, Head of School, Senior Leaders and the Governing Board also ensure that the principles of Inclusion are applied to all activities which pupils engage in at school or on Educational Visits; this includes the variety of Extended Day activities that are offered lunchtime and after school as part of the after school club provision.

- All members of the school community are expected to adopt behaviours which support the school's inclusive ethos.

5. Assistant Head for Inclusion and the Inclusion Team

- The school has an Assistant Headteacher for Inclusion who is a member of the Senior Leadership Team. The Assistant Headteacher for Inclusion takes the leading role in co-ordinating the support and provision for all the different groups, particularly the more vulnerable pupils and families.

- The Assistant Headteacher for Inclusion with the Executive Headteacher, the Head of School and other senior leaders plan, advise, monitor and evaluate for the development of an inclusive practice and provision across the school.
- The Inclusion Team is led by the Assistant Headteacher for Inclusion and consists of the Special Needs Co-ordinator (SENCo), the Family Link Worker, the Learning Mentors and the Teaching Assistants. Regular meetings are held to assess the impact and effectiveness of the interventions for all the different groups within the school.

6. Class Teachers

- Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Parents/carers are informed by their child's class teacher of any additional or different provision being made for their child.

- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed with the Head of School, the Assistant Headteacher for Inclusion and other relevant Senior Leaders in our termly Pupil Progress Meetings.

- Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

7. Teaching Assistants

- Teaching Assistants (TAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well- being. The work of a TA is always directed by the teacher.
- The Assistant Headteacher for Inclusion as their line manager has the duty to identify and organise training for the support staff. This training may also come from an outside specialist, for example - a Speech and Language Therapist.
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually or in a small group when the need is common to all. These interventions are planned and monitored by the class teachers. The impact of the interventions is evaluated by the Assistant Headteacher for Inclusion in liaison with the class teachers and other senior leaders.

8. Children with disabilities

8.1 Some children in our Federation 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 amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

8.2 The Federation is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have adapted desks with writing slopes and specialist chairs for pupils with physical needs.

8.3 Teachers 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 ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

9. Disapplication and Modification

9.1 The Federation can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our Federation policy is to do this only in exceptional circumstances. The Federation makes an effort to meet the learning needs of all its pupils, without recourse to disapplication or modification. We achieve this through greater differentiation 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 case, teachers work closely with these specialists to support the child.

9.2 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 the parents and the Local Authority.

9.3 Should we go ahead with the modification or disapplication we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education and Health Care plan (EHC plan);
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication the National Curriculum, or elements of it

10. Inclusion and Racism

10.1 The diversity of our pupils is addressed through our creative curriculum, which is based on the National Curriculum. All racist incidents are recorded on the 'Serious Incident Record' and reported to the Governing Board by the Head of School. The schools in the Federation would contact parents of carers of those pupils involved in the racist incidents.

11. Staff Development and Training

11.1 The Federation runs a comprehensive staff training programme. Also, staff will attend off-site training as appropriate.

12. Summary

12.1 In our Federation, 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.

13. Monitoring and Review

13.1 The Executive Headteacher, the Head of School and the Assistant Headteacher for Inclusion will monitor the effectiveness of this policy on a regular basis. The Executive Headteacher, The Head of School and Assistant Headteacher for Inclusion will report to the governing board on the effectiveness of the policy at least annually and, if necessary, will make recommendations for further improvements.