



BENGEWORTH CE ACADEMY

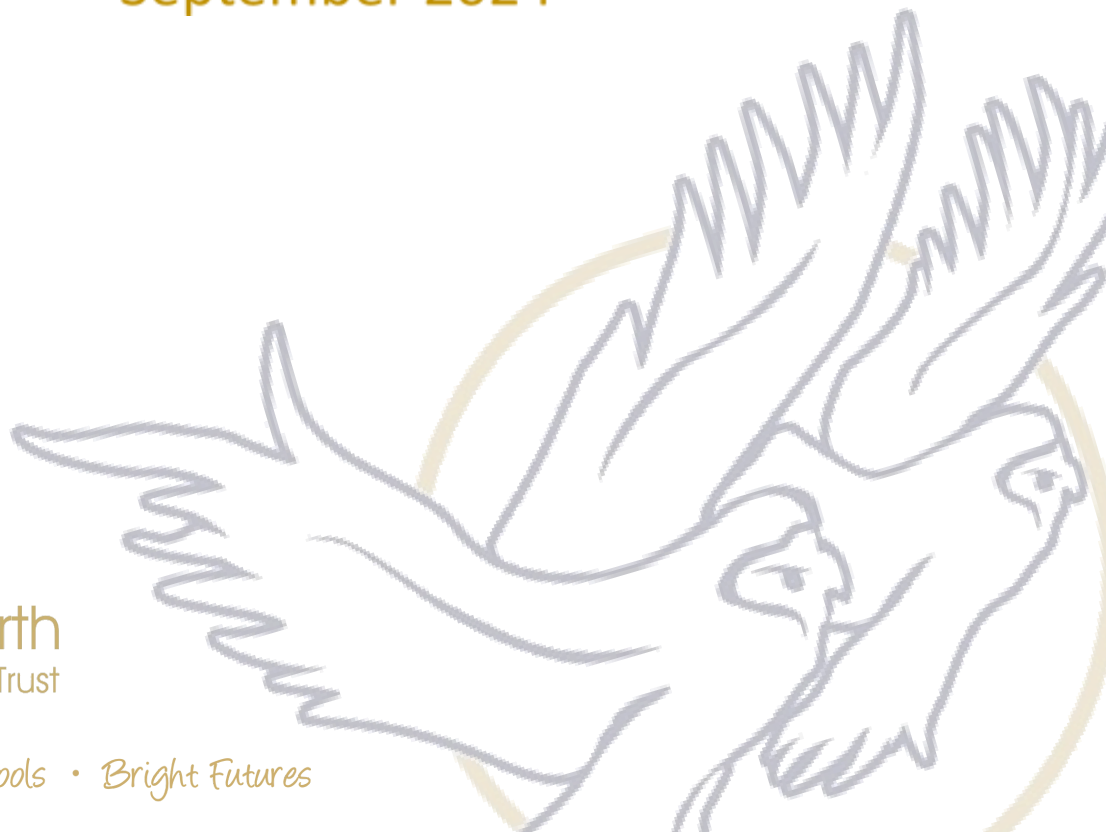
INCLUSION POLICY 2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



INTRODUCTION

At Bengeworth CE Academy, we are committed to giving all our children every opportunity to achieve the highest of standards. We also value the individuality of all children. This policy helps to ensure that this happens for all the children at our school – regardless of their age, gender, ethnicity, attainment or background.

SCHOOL AIMS AND IMPLEMENTATION

Bengeworth CE Academy aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Promoting an effective partnership with parents and the wider community;
- Providing high quality curriculum entitlement and a high-quality learning environment;
- Promoting the Bengeworth core Values to enable the children to value themselves and each other.

Our Core Values:

We take **responsibility** for our actions and always make sure we do the right thing

We show **forgiveness** towards others and always make sure we try to understand and support others

We show **trust** in one another and always make sure we are truthful and fair

We show **friendship** and care about others in our school

We show **perseverance** and always have a positive attitude about what we can all achieve

We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights

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

- girls and boys
- children with Special Educational Needs and/or Disabilities (SEND) [see SEND policy]
- children who speak English as an Additional Language (EAL) [see EAL policy]
- minority ethnic groups and faiths
- children from low-income families who are entitled to Free School Meals (FSM)
- More and Most Able children (MMA)
- children who are at risk of exclusion [see SEND policy]
- Gypsy, Roma, Travellers (GRT)
- asylum seekers
- service children;
- children who are Looked After (LAC) and who have Post-Looked After arrangements (PLAC);
- vulnerable and safeguarded pupils

ADMISSIONS

Bengeworth CE Academy operates its admissions' procedures in accordance with the policy laid down by the Governors and LA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social, education or behaviour needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

INCLUSION POLICY INTRODUCTION

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every child's belief in themselves as a learner and valued member of our school community;
- Successful inclusive provision at Bengeworth CE Academy is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Meeting Diverse Needs

At Bengeworth CE Academy, we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered;
- Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils;
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life;
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils;
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or disabilities are appropriately supported;
- Sharing any concerns, we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child;
- 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 child;
- Setting suitable learning challenges;

- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers are familiar with the relevant equal opportunities' legislation covering race gender and disability.

Teachers ensure that 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 clothing that is appropriate to their religious beliefs;
- Are taught in groups 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;
- Having challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities, medical needs or lack of parental support.

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

- Do all our children achieve as much as they can?
- 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?

PROMOTING AND SUPPORTING INCLUSION

CEO, Headteacher, Senior Leaders and our Governing body:

Responsibility for making Bengeworth CE Academy a truly inclusive school lies with the CEO, Headteacher, Senior Leaders and the Governing Body of the School.

We aim to promote Inclusion at Bengeworth through all of our policies, systems and practices.

Personalising the Curriculum

School Leaders at all levels; including Governors, CEO, Headteacher and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school.

The school currently uses the National Curriculum (2014), to identify and assess the needs of all pupils as thoroughly and as early as possible through Development Matters, Worcestershire Religious Education Agreed Syllabus with The Understanding Christianity Unit and Epiphany, to support staff, at all levels, in planning the formal curriculum. Where appropriate curriculum may be adapted and personalised to meet individual needs.

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills, knowledge and vocabulary will be built upon from the previous year whilst providing an engaging and broad curriculum for the year. Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic, showing progression from the previous year. Regular reviews take place every term. Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities. It should also identify key pupils to target and key questions to promote deeper learning and provide information of support where needed to ensure all learners make progress.

School Leaders 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 clubs that are offered and break and lunchtime activities.

All members of the school community are expected and encouraged to adopt behaviours, which support the school's inclusive ethos within both the explicit and hidden curriculum.

Monitoring and Assessment

Children undergo assessment within the Foundation Stage. This gives information about their developing skills and aptitudes across the areas of learning. We discuss each child's progress towards achieving GLD at the end of their Reception year with the parent, and use this information when planning for individual needs. The children undertake the Phonics screening check in Year 1, the optional national tests in Year 2 and the Multiplication Tables' Check in Year 4. 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 LA data, in order to ensure that each child is making appropriate progress. Teachers discuss the children's progress with parents at parents' evenings and report annually on each child's progress in July.

Director of Inclusion

The school has a Director of Inclusion, a member of its Leadership Team. The Director of Inclusion takes the leading role in coordinating support and provision, particularly regarding pupils and families in the aforementioned groups.

In partnership with other senior leaders and the CEO and Headteacher, the Director of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

Special Educational Needs Coordinator (SENCo)

The school has a designated SENCo who takes the leading role in coordinating support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies.

The SENCo and Director of Inclusion monitor, advise and evaluate plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

Phase Leaders & Year Group Leaders

The school has Phase & Year Group Leads who support the class teachers, SENCo and Director of Inclusion in monitoring and providing the effective operational delivery of focused interventions in their particular year.

TEACHING AND LEARNING

(Please refer to Teaching and Learning Policy)

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 consider 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 extend the breadth of work 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)

Class Teachers

All pupils at Bengeworth CE Academy spend the majority of lesson times being taught alongside their classmates in their class base. Class teachers take the lead role in managing and creating the classroom environment.

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. These adaptations are 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. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Pupil Plan (IPP). Parents are informed by their child's 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 and further planning undertaken by way of Pupil Progress Meetings which are led by the Head Teacher, Assistant Head teachers, Deputy Headteacher, Director of Inclusion and SENCo.

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 and colleagues.

Teaching Assistants - Support Professionals

Support Professionals (SPs) 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 SP is directed by the teacher during lessons.

Support Professionals' hours include time at the beginning of each day to discuss their specific role in order to support identified pupils' learning. It is the class teacher's responsibility to ensure the Classroom Support Professionals is fully briefed and understands how to effectively teach the learning objectives.

The Support Professionals will support the class teaching in assessing progress and will ensure that relevant information concerning progress is fed back through discussion or written feedback. It is the class teachers' responsibility to ensure that this dialogue and feedback is incorporated into daily practice.

Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Director of Inclusion.

To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.

In order to best utilise their support for pupils' learning, the deployment of Support Professionals within the school is strategically managed by Senior Leaders in consultation with Year Group Leaders and Class Teachers.

Early Intervention Family Support

The school works closely with the Early Intervention Family Support workers whose primary functions are to offer support to pupils and families who may require this, liaise with social services and other agencies as appropriate and 'signpost' and/or access other available services to families and the school.

Family Support Professional

The school employs a Family Support Professional whose role is to:

- Give support and advice in establishing routines, implementing age-appropriate boundaries and promoting positive behaviour at home;
- Give support and advice in managing challenging behaviours and emotional turmoil from your child;
- Support during difficult periods of change i.e., relationship breakdown, divorce, illness, bereavement;
- Help parents/carers engage in their child's education: working alongside you to ensure your child attends school every day and arrives on time;
- Provide support for parents/carers at school and in other agency meetings;
- If necessary, give individual support for children around areas such as self-esteem and confidence, bullying, emotions, e-safety, a new baby in the family or other significant life events;
- Give advice relating to housing and money worries; helping you gain control of your family budget;
- Give assistance in completing paperwork and forms e.g., housing, benefits, job applications;
- Provide information and signposting to other services in the local area.

CHILDREN WITH DISABILITIES

(Please refer to Accessibility Plan)

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry at both settings to also allow wheelchair access.

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

Teachers ensure that the work for these 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.

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

(Please refer to policy on SEN)

Bengeworth CE Academy adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). 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 Director of Inclusion is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers including the medical registers. She will coordinate provision for pupils with SEND as part of the Inclusion Team.

All children are entitled to a balanced and broadly-based curriculum, including The Early Years and National Curriculum. Where pupils have special educational needs and/or disabilities, a graduated response will be adapted. The school will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support.

ENGLISH AS AN ADDITIONAL LANGUAGE

(Please also refer to EAL Policy)

Definition and Rationale

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, 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. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore, our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. 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.

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 Special Educational Needs and/or Disabilities 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 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.

Teaching and Learning

Staff provide opportunities matched to individual EAL children's needs. A Support Professional from 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 all pupils are aware of the structure of the day. 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 have access to strong English language peer models.

Strategies

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

- collaborative group work;
- enhanced opportunities for speaking and listening in class (e.g., Learning Partners);
- effective role models for speaking, reading and writing;
- additional verbal support-repetition, alternative phrasing, extension of responses, and peer support;
- additional visual support, e.g., posters, objects, non-verbal clues, pictures, demonstration, use of gesture etc;
- writing frames, directed activities related to texts;
- opportunities for role play;
- children receive 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 is provided before and during reading and writing activities;
- further support for children's social language development is provided outside the formal curriculum, e.g., in assemblies, school clubs, homework clubs, etc.

Special Educational Needs and EAL Children

The school recognises that most EAL children needing additional support do not have special educational needs. However, should special educational needs be identified during assessment, EAL children will have equal access to school's SEND provision. Similarly, the school recognises that there may be EAL children who are able, gifted or talented even though they may not be fully fluent in English.

PUPILS WORKING AT GREATER DEPTH

We believe in providing the best possible provision for pupils of all abilities and we recognise and support the needs of those children in our school who have been identified as academically more able. 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, but will include enrichment or extension activities 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-fulfillment, 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.

MINORITY ETHNIC GROUPS

The diversity of our society is addressed through our curriculum, which reflects the Programmes of Study of the National Curriculum and respects all faiths and beliefs, British Values as well as promoting Global Citizenship through our Global Themes' approach to our curriculum. 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 Headteacher or other Senior Leaders. The school contacts parents or carers of those pupils involved in racist incidents.

VULNERABLE AND SAFEGUARDED CHILDREN

(Please refer to the separate Safeguarding Policy)

The School's Designated Safeguarding Lead (DSL) is Deputy Headteacher, Natalie Snowdon, who has received the appropriate up to date safeguarding training and follows the procedures set out by the Worcestershire Children's Safeguarding Partners and taking account of guidance issued by the Department for Education (DfE). The DSL will coordinate action on safeguarding and promoting the welfare of children within the school. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. 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 endeavour to support the pupil in ways which meet their individual needs.

Children who are Looked After (LAC)

The school's named person for children who are Looked After is the Assistant Headteacher, Katy Roleston, who is responsible for:

- coordinating provision for children who are Looked After and monitoring their progress both academically and socially;
- liaising with carers, other schools, class teachers, the Virtual School and other external agencies;
- ensuring all children who are Looked After have a personal education plan (PEP) completed by the 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 School for Looked After Children who monitor progress and attainment and liaise with the school for provisions and outcomes as detailed on their personal education plan.

BEHAVIOUR

(Please see Behaviour and Relationships Policy)

The relationship-based behaviour policy aims to promote and encourage positive relationships among all individuals at Bengeworth Academy through a basis of mutual respect and personal responsibility.

We believe that high-quality teaching promotes the behaviour we want to see in our pupils. Racism, sexism and other forms of discrimination are not acceptable. We aim to prepare pupils for living in a diverse and increasingly interdependent society. A high level of importance is placed on recognising and celebrating every effort and success, in order that all pupils feel valued. Pupils are taught to accept responsibility for their actions and to accept the logical consequences for their choices. As a Church school, with Christian values at the heart of what we do, we promote forgiveness and reconciliation when dealing with any behaviour that falls short of our expectations.

We take a therapeutic approach to behaviour which serves to take account of the mental health of the children; any response to behaviour difficulties is done so in a proportionate way and in line with the child's development. In doing so, our children develop the cognitive ability to understand how to resolve conflict with increased independence.

The promise within our school vision forms the basis of our behaviour expectations. All year groups, at the start of the year, create a 'Class Promise' as a set of expectations for all members of the class to abide by, both adults and children alike. Children take ownership of these promises, which are continually referred back to during the course of the year. Our pupils are actively involved in discussions regarding behaviour; we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and express their views.

Sanctions will be applied fairly in accordance with DfE guidance, and exclusion will be used only as a last resort when no other alternatives are available.

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 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 cases, teachers work closely with these agencies 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 the Director of Inclusion, parents and the Local 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.

Should we go ahead with 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 a statement of special educational needs;
- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

SUMMARY

At Bengeworth CE Academy, the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning and assessing achievements. We recognise that social inclusion will best be promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching.

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 Director of Inclusion will ensure that the policy is monitored and regularly updated and links to the SEND policy and Safeguarding 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.

Bengeworth

Multi Academy Trust

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