



Wallington Primary Academy

Policies and Procedures

Inclusion Policy

(incorporating Gifted and Talented, EAL/EMA, Travellers, Race Equality)

Date Adopted: 1 April 2018

This Review: n/a

Next Review: Autumn 2018

INCLUSION

At Wallington Primary Academy we aim to provide quality inclusive education for all to enable them to reach their full potential. We strive to provide a high standard of learning opportunities at a level that is suited to the individual need of every child. We welcome and include **all** children and families and support children with additional needs, challenging behaviour. We are committed to anti-discriminatory practice to promote equality of opportunity and value diversity.

In order to provide this it is essential that all staff, governors, parents and outside agencies work together towards achieving the same goals for all our children.

Wallington Primary Academy aims to identify any particular barriers children may experience and work toward eliminating or minimising these barriers by regularly reviewing our practice and the environment, identifying training needs of staff and by consulting with parents.

Wallington Primary Academy aims to provide the best practice so that our school is welcoming and accessible to all children and families by:

- Providing a secure and accessible environment in which all our children can flourish and in which all contributions are acknowledged and valued.
- Including and valuing the contributions of all families in our understanding of equality and diversity.
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and those with disabilities.
- Making inclusion a thread that runs through all of the activities of our school.
- Improve our knowledge and understanding of anti-discriminatory practice, promoting equality and valuing diversity.
- Recognising the importance of planning in advance for children with additional needs to ensure that their play and learning needs can be fully met.

It is recognised that some children require additional support to enable them to fully access their learning in school. Inclusion support could be required for any of the following reasons;

- Developing social skills
- Friendship
- Self esteem
- Individual emotional support
- Bereavement
- Anger management.

This work will be carried out by our qualified school ELSA (Emotional Literacy Support Assistant) as a block of work which is requested through the required referral process. The work carried out in school is monitored through regular supervision provided by the Educational Psychology service.

Our SEND, Emotional Wellbeing and Behaviour Policies all provide clear guidelines on how we meet the needs of children with additional learning, social, emotional and behavioural difficulties. They include a structured outline of the processes in place along with additional resources and agencies which can be used to support the child on their learning journey. In all cases we aim to keep every child as inclusive as possible when planning for their individual needs. Both policies are available on request.

The following general guidelines must be followed at all times:

- liaise regularly with parents and outside professionals to ensure that our pupils can benefit from all available resources and support
- ensure that essential, relevant information is disseminated to all adults having contact with the child to ensure needs are met as fully as possible
- make any necessary classroom provision to provide optimum conditions for learning to take place
- monitor carefully and record progress systematically so that the next learning step can be identified and the child's individual educational plan can be amended
- employ positive teaching strategies to raise self-esteem
- provide a secure, stable, consistent environment with clearly defined boundaries
- celebrate achievements however small so that pupils are encouraged to feel positive about themselves and their ability to progress

ETHNIC MINORITY ACHIEVEMENT (EMA / EAL)

Wallington Primary Academy is a growing and changing community which is expanding in its cultural representation. We aim to embrace these changes and enrich our pupils with knowledge of the diverse range of cultures we now have in our school.

We recognise that some of our new children from ethnic minority backgrounds may come with minimal experience of school life or have had little English Language exposure. We therefore have clear guidelines on the procedures for support in order for them to thrive in our school.

We have an allocated qualified teacher (Mrs Niki Christie) who will provide additional support for EAL children. She will assess the child's English Language needs using '*Language in Common, Assessing English as an Additional Language, NC 2000*'). Once assessed, the child will be supported based on their prime area of need.

In addition to in-house support, we also have LBS EAL service who are able to provide thorough assessment of children's needs and at times, offer additional support for a block of time.

Where relevant, children presenting with additional needs beyond a language barrier will receive the same opportunities and support using the processes set out in the SEN Policy.

USE OF APPROPRIATE LANGUAGE

Care must be taken to use language that is acceptable to all and promotes equal opportunities. Language that is overtly racist, sexist, or derogatory to any group or individual is unacceptable and must be challenged if overheard or reported.

At times, pupils may repeat expressions or use language that we consider inappropriate but is commonly used in the home. Adults working with children must explain that we do not use language which is hurtful and offensive.

We ensure that:

- all allegations of name calling, swearing, sexually offensive or racist comments or other abusive language must be investigated and dealt with accordingly
- racist remarks are dealt with under our Racial Harassment Procedures and must be reported to a member of the Senior Leadership Team
- persistent offenders should be reported to the Headteacher who will take the matter up with the child's parents and the child may be given a short term exclusion from school
- stereotyping on the grounds of age is not tolerated
- referring to children in terms of height or weight is to be avoided by all staff and discouraged in pupils as it may lead to teasing and perhaps bullying
- physical differences are, however, acknowledged and treated positively as a sign that we value our individuality
- children's and adults' accents and dialects are respected along with their cultural characteristics
- we are careful not to make assumptions about children's abilities in relation to their social backgrounds

DIVERSITY

Reflecting Diversity

The academy undertakes to reflect the diversity of ethnicity, language and culture within the school and in so doing welcome all children into the school community.

The school will reflect this diversity by:

- celebrating significant events from other cultural beliefs
- providing dual language books and resources
- reflecting language diversity around the school
- ensuring that books and material and display reflect positive images of other ethnic group and culture
- reflecting cultural diversity in teaching materials and within the curriculum

ETHNICITY AND RACE

We enjoy a rich cultural mix at Wallington Primary Academy. Statistics are collected regularly on ethnicity and home language.

We aim to provide a rich curriculum for all our pupils that takes account of the diverse nature of our school community. We plan to draw together a range of educational experiences from around the world that will enhance the knowledge of all children and celebrate the contribution of other cultures to society. This may be achieved through:

- celebration of festivals and holy days
- visits to places of interest e.g. museums, ethnic community centres, theatres, places of worship
- visiting speakers including parents or carers
- presenting positive images of historians, authors, scientists, sports people, performers and artists from other cultures
- displays which promote interest and enthusiasm
- cross curricular themes which incorporate multi-racial diversity
- assemblies
- bi-lingual notices and captions
- R.E. - to include an exploration of different religions and beliefs

RESOURCES

- books including bilingual stories
- stories, poems, songs from around the world
- musical instruments
- games, toys, home-corner equipment
- dressing up clothes - saris, hats etc.
- multi-media resources

GENDER

We seek to eliminate under-achievement in all our children by having high expectations of all pupils regardless of gender. Teaching and support staff are expected to observe the following guidelines:

- all children must be valued for themselves
- all children irrespective of gender must have equal access to the full range of curriculum experiences
- all pupils must be actively encouraged to participate in all activities. Younger children must be encouraged to undertake the full range of role-play/home corner/construction activities so that stereotyping is minimised from the outset.
- groupings in the classroom should relate to the optimum conditions for working. Mixed or single sex groupings may be appropriate for different activities and teachers should feel free to group children accordingly.
- pupils should be reassured that whether male or female they are individuals and will be respected for the contribution they can make to the life of the school
- staff should ensure that they interact equally with all children regardless of gender. Frequency and quality of interaction should be equally distributed and not subject to the demands of the most attention seeking pupils.
- negative and derogatory attitudes related to gender will be actively discouraged and all pupils will be expected to value the worth of others
- resources and books should promote equality by presenting positive images of men and women as equal contributors to society
- classroom displays should provide balanced and equal images of both men and women and should avoid stereotyping or tokenism
- pupils should be encouraged to respect and value the rights of individuals to choose the contribution they wish to make to society. We shall neither promote nor undermine "traditional roles" but facilitate the exploration of options.
- all adults who work in or visit the school must promote positive role models for our pupils, irrespective of gender
- both girls and boys must be provided with curriculum challenge and be expected to achieve to their individual potential. We are aware that outside influences may affect self-expectation and we strive to overcome these

TRAVELLER CHILDREN

Wallington Primary has an increasing number of children attending our school from the Traveller Community. All children are to receive the same opportunities and procedure as any other child if they present with additional learning, social, emotional or behavioural needs. The same procedures and guidelines will be followed using the SEN and Behaviour Policies.

In addition, we also have access to the Traveller Education Service (TES) who are able to;

- Support with home/school relationships
- Support parents with paperwork related to school ie: getting referral forms signed
- Support children in school with learning and behaviour where necessary.
- Provide staff training sessions to educate all staff on Traveller communities.
- Support school when there are issues around poor attendance.
- Support families with transition to secondary school to ensure the same opportunities to high school education is available and taken up.

LINKS WITH PARENTS

We appreciate that the British education system may be new and unknown to parents from other ethnic or cultural backgrounds. Their own experiences of formal education may be limited or very different and they may have very little English. Because of this the school will:

- make extra efforts to welcome these parents into school
- attempt to meet with parents personally, after or before school, to explain important events happening in school e.g. parents' evenings, performances etc... rather than relying solely on sending home letters which can often not be read
- attempt to simplify important letters that need to go home so that parents can access the information
- provide interpreters when appropriate or use services which provide outreach to the families such as Traveller Education Service (TES)
- simplify the reports sent home to parents

GIFTED AND TALENTED

Our school aims to provide all pupils with a challenging and enriching curriculum. This will create opportunities for the most able, gifted and talented pupils to work at an appropriate level and pace enabling them to develop their specific skills and talents.

Our school ethos supports the development of the whole child and celebrates the special abilities displayed by all pupils regardless of gender, race or creed. This is clearly identified in our school logo:- "The sky's the limit." Our school takes account of the Local Authority (LA) Policy for Gifted and Talented Pupils.

DEFINITIONS

- Most Able Pupils - our most able pupils are those who are significantly more able than pupils in the top groups.
- Gifted Pupils - those pupils who show exceptional talent across a range of areas.
- Talented - those pupils who show exceptional talent in one area.

ABILITIES AND TALENTS

Our most able pupils are those who demonstrate a significantly higher level of ability than those of the same age, in one or more of the following:-

- physical talent
- artistic talent
- leadership skills
- high intelligence
- creativity

IDENTIFICATION

Teachers can identify the special talents and abilities of our pupils in a variety of ways, including:

- teacher observation and assessment
- information received from previous class/school
- parental consultations
- child conferences
- consultations with colleagues/subject co-ordinators
- assessments

PROVISION

An identified member of staff has responsibility for co-ordinating identification and provision. This is supported by a teaching member of staff who carries out additional GAT intervention. The co-ordinator's responsibilities include:

- tracking the progress of pupils identified as being our most able, gifted and talented
- monitoring the effectiveness of the provision
- identifying staff training needs

- liaising with parents
- pupil conferencing

Class teachers provide a differentiated curriculum, including enrichment activities. These will encourage higher-order thinking skills of analysis, synthesis and evaluation, extension and open-ended activities.

Subject Leaders will seek to provide strategies and resources to support our most able pupils in their learning.

We support the development of extra-curricular clubs for all pupils, but pupils who display special abilities and talents will be encouraged to join them. The school will also provide:

- Opportunities for pupils to participate in small group additional, targeted learning to enhance and develop their high ability in a curriculum area such as literacy and numeracy.

Emotional Health and Well-Being (see separate policy for pupils and staff)

This policy will be reviewed annually (or before if necessary) in conjunction with the SEND, Behaviour, Anti-Bullying and Safeguarding (Child Protection) Policies.