



# Aston Rowant C+E Primary School

## Inclusion Policy

**Vision:** To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

**Mission:** Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

**Strapline:** Growing together, rooted in God, having fullness of life (Col 2:1-7)

**Date of Policy: October 2025**

**Date of Policy review: September 2026**

Head Teacher: Mrs H France

Date: 6<sup>th</sup> October 2025

Chair of Governors: Mr T Sowerby

Date: 6<sup>th</sup> October 2025

### SCHOOL AIMS

In our school our Christian vision shapes all we do: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness.

Through a positive nurturing environment, we aim to include every child so that they have the opportunity to GROW and to live life in all its fullness. As a school we are committed to providing all children with the greatest possible access to a broad and balanced education. Each child will have varied life experiences and needs. It is the aim to identify the individual needs of children and provide them with appropriate support irrespective of ethnicity, attainment, age, ability, gender or background.

### Related Policies and Procedures

The Inclusion Policy should be read in conjunction with other relevant school policies:

- Accessibility Plan
- Anti –Bullying Policy
- Attendance Policy
- Behaviour Policy
- Health and Safety Policy
- SEN Policy

### Legislation and Guidance

This policy and information report are based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Teachers' Standards (2012)
- Ofsted Section 5 Inspection Framework (2014)
- Working Together to Safeguard Children (2013)

**GRATITUDE    RESILIENCE    OUTREACH    WONDER    TRUST    HARMONY**

*Growing together, rooted in God, enjoying fullness of life. (Colossians 2:1-7)*

## **Definition of Inclusion**

Inclusion is an ongoing process that celebrates diversity. It involves the identification and minimising of barriers and the maximising of resources to reduce these barriers to learning and participation. These may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social and social background.

These may include but are not limited to:

- girls and boys;
- disadvantaged pupils (Free School Meals and Pupil Premium)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- children with high learning potential;
- children who are at risk of exclusion;
- travellers;
- asylum seekers;
- LGBTQ+ groups.

## **Roles and responsibilities**

All staff have a responsibility to ensure the inclusion of all. In addition, the Headteacher is the Inclusion Leader and will:

- monitor the Inclusion Policy;
- monitor and assess inclusive provision;
- identify barriers to learning and provide staff with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- monitor pupil progress;
- liaise with parents;
- coordinate cross-phase/cross-school transition;
- and along with the Sendco coordinate external specialist provision.

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the other member of the staff team to review each pupil's progress and development and decide on any changes to provision; and
- ensuring they follow this Inclusion Policy.

## **Provision**

### **Universal Support for all Children**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do. We achieve this in a variety of ways when planning for children's learning by providing activities, resources and support that allow the children to access the National Curriculum.

### **Supporting Children with SEN**

At Aston Rowant CofE School, we adopt a graduated response that encompasses an array of strategies in order to help children with SEN. We believe in making full use of all available classroom and school resources before seeking help from outside agencies.

Class Teachers provide high quality teaching appropriately differentiated for individual pupils.

Targeted provision includes:

- support with differentiated work in the classroom;
- small group work focusing on targeted areas of need;
- specific individual support from the school or external experts;
- and support is delivered by trained and skilled staff.

Specific intervention/support programmes will be timetabled and implemented with staff. Staff working with a pupil with SEN will be made aware of any teaching strategies or approaches that are required.

#### Supporting Children with EAL

A child, who has English as an Additional Language, is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. Children with EAL are not considered to have SEN and are seen to benefit from the ability to live and learn in more than one language. Children with EAL will have full access to mainstream provision, regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through small group or individual intervention.

#### Supporting Children with Medical Conditions

Most children at some time have a medical condition, which could affect their participation in school activities. This may be a short-term situation or a long-term medical condition which, if not properly managed, could limit their access to education. The school strives to ensure that children with medical needs receive care and support in our school. Children will not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to school or other activities.

#### Supporting Children with Disabilities

Some children in our school 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 meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to providing an environment that allows disabled children full access to all areas of learning.

#### Supporting Looked After Children

Our school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. The school will:

- emphasise emotional wellbeing to support looked after children;
- take a proactive approach to cater for the child's academic, social and emotional needs;
- give the child a voice and influence to identify what is important to them and their own provision;
- support and sustain children's relationships to be sensitive, understanding and resilient.

#### Supporting Children with High Learning Potential

There are some children who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum including:

- physical talents (sports, games, skilled, dexterity);
- Visual/performing abilities (dance, movement, drama);
- mechanical ingenuity (construction, working solutions);
- outstanding leadership (organiser, outstanding team leader, sound judgements);

- social awareness (sensitivity, empathy);
- and creativity (artistic, musical, linguistic).

Before identifying any child as having high learning potential in a particular area, the school aims to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identifying a child with high learning potential is generally a partnership between family and school. There are no formal attributes. Identification at our school does not necessarily mean that in another school or context the child would be identified.

Provision is made for these children in the individual teacher's daily planning; work is differentiated to make sure that all children, of whatever ability, are encouraged to do as well as they can. In addition to extension and challenge during lessons, children with high learning potential are involved with specialist projects. We keep a record of activities provided for these children to ensure that they regularly receive the additional challenge they need.

### **Pupil Voice**

The perceptions of children can be invaluable to professionals and parents in reaching decisions. At Aston Rowant Primary School, we will endeavour to plan to enable children to express their opinion in matters affecting them.

We will:

- seek children's views as part of the statutory annual review process where possible;
- encourage children to have a share in the monitoring and evaluation of their performance;
- be sensitive to the level of understanding and feelings of the child and provide information in a non-stigmatising way;
- help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.

### **Parent/Carer Voice**

At Aston Rowant School we aim to treat all parents/carers of all children as partners. We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children. We acknowledge and draw on their knowledge and expertise in relation to their child. We focus on each child's strength as well as additional needs.

We will:

- inform parents/carers about the progress of their child;
- always seek permission before referring their child to others for support;
- involve parents/carers fully in discussions leading up to additional support given to children;
- acknowledge and draw on parental knowledge and expertise in relation to their child;
- focus on the child's strength as well as area of additional need;
- recognise the personal and emotional investment of parents/carers and be aware of their feelings;
- respect the validity of differing perspectives and seek constructively ways of accommodating these
- respect the differing needs the parents/carers themselves may have;
- recognise the needs for flexibility in the timing and structure of meetings.

We will support parents/carers so that they will be able and empowered to:

- recognise and fulfil their responsibility as parents and play an active and valued role in their children's learning;
- make their views known about how their child is educated;
- and have access to information, advice and support during assessment and any related decision-making processes about additional provision.

## **Outside Agencies**

At Aston Rowant School, we will utilise the outside agencies when specific support is required. Outside agencies include but are not limited to:

- CAMHS (Child & Adolescent Mental Health Service)
- Early Help Team
- Educational Psychologist (EP)
- Educational Welfare officer
- Inclusion Advisory Team
- Multi-Agency Safeguarding Hub (MASH)
- Speech & Language Therapy Service (SLT)
- Occupational Therapy Service (OT)
- Paediatric Services
- Primary Mental Health Team
- School Nurse / Doctors/ Hospitals
- Social Services

## **Record Keeping**

Pupil information is on Compass. The pupil records for children will contain information relating to:

- Academic progress including assessments
- School's communication with parents/carers
- Medical information
- Previous school history

Other information such as Support Plans, behaviour records and confidential material will be held securely in school. In line with 'The Education (Pupil Information) Regulations 2000', the school will provide full pupils records to any receiving school.