



THE ROWANS SCHOOL

## Inclusion Policy

### Admissions and pupils with Special Educational Needs and Disability (SEND) and Learning Difficulties

*This policy is to be read in conjunction with the following school policies: Admissions; Equal Opportunities; SEND; School Accessibility Plan; Safeguarding; English as an Additional Language; Able, Gifted and Talented; and, the following legislation and/or guidance: Equality Act 2010; Children and Family Act 2014; The SEND Code of Practice 2015*

#### Introduction

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 this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The staff is firmly committed to inclusivity and to giving every child the best possible start in their education journey. Every child is an individual, and the school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. Those with physical disabilities are welcome.

#### Before Entry

Each pupil with a SEND requires special consideration and treatment. The priority of The Rowans School is to ensure that every child is able to thrive in the school environment. Where a child has a known SEND and/or learning difficulties, parents are advised to discuss their child's requirements with the school before proceeding with their application. The needs of the child and the suitability of the school will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at this school. Parents may be asked to provide a copy of any medical reports and/or educational psychologist's reports that have previously been undertaken in order to help assess the child's needs.

#### The Selection Process

Applications from all who have the ability and aptitude to access an academic curriculum are welcome. The school's selection policy is described in its admissions policy.

#### Aims and objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to make equality of opportunity a reality for the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children with special educational needs;
- Children who need support to learn English as an additional language;
- Gifted and talented children;

The Early Years Foundation Stage and the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We achieve educational inclusion by continually monitoring and reviewing the achievement and experience of all pupils; this supports us in maintaining high expectations for all. As part of this process we regularly reflect on key questions:

- Do all pupils at The Rowans School achieve their best?
- Are there differences in the achievement of different groups of pupils at The Rowans School?
- What provision is in place for those pupils not achieving their potential at The Rowans School?
- Are our support strategies effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society at The Rowans School?

### **Teaching and learning style**

The School aims to give all pupils the opportunity to succeed and reach the highest level of personal achievement. Ongoing informal assessments of pupil progress provide feedback on each pupils attainment and inform subsequent lesson planning and differentiation.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs whilst maintaining high expectations for all. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use advanced materials, or extend the breadth of work within the area or areas the child shows particular aptitude.

Teachers ensure pupils:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings 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 utilises a range of different learning styles;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

### **Barriers to Learning**

The school recognises that social, emotional and mental health (SEMH) difficulties may create barriers to learning and can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these and support the pupil in adhering to the school's behaviour policy. This outlines expected behaviour and the sanctions in place to deal with breaches to this.

### **Physical Accessibility**

Parents and prospective parents of disabled children may wish to obtain copies of the School Accessibility Plan from the website. This describes the ways in which the school plans to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments pertaining to individual pupil's needs within the constraints imposed by its historic building.

## **Other Adjustments**

Where appropriate, pupils who have been identified as having a specific learning difficulty or a special educational need or disability (SEND), and have been either informally or formally assessed by the Learning Enrichment Teacher, pupils may be invited to use laptop computers and e-readers in class. Pupils may also be given large print or documents printed on coloured paper if required.

## **Pupils with EHC Plans and Carers**

Pupils with EHC Plans from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement or EHC Plan requires assistance from their dedicated carer within school, for example, to assist with personal care, writing and so on, this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the safeguarding rules and procedures. As with new members of staff, the School would require a carer to sign a written agreement undertaking to comply with the school's safeguarding policies and to attend the safeguarding training that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

## **Learning Support**

Some pupils may require specialist support. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected learning difficulties will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Please see the SEND, EAL and Able Gifted and Talented Policies for further information.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties as well as the needs of able, gifted and talented pupils. The SENCO liaises with the teaching staff regarding the most appropriate means of meeting the needs of pupils with learning difficulties. This ensures a consistency in the approach of all teachers in providing an inclusive curriculum.

## **Racism and inclusion**

The diversity of our society is addressed through our schemes of work, and the Early Years Foundation Stage curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Equal Opportunities Policy.

## **School Behaviour and Discipline**

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with special educational needs and disability (SEND) or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Through the curriculum and other activities, pupils are taught the importance of respecting one another and behaving with care, compassion, courtesy and consideration. The school's behaviour policies make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated, homophobic, disabled, and cyber. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

## **Partnership with Parents**

The school aims to foster positive partnerships with parents in order to ensure that all parents feel able to share any concerns about their child with their child's class teacher. Staff are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they feel that an adjustment to the curriculum or

LEP (Learning enrichment Plan) followed by their child might be in their best interests, or if there was a specific concern.

## **Complaints**

The complaints policy is published on the website for any parent to see. Additionally, all parents of children with specific learning difficulties or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has received unfavourable treatment.

## **Charging Policy**

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis, on the basis of what is reasonable.

<b>This policy will be reviewed annually</b>
Policy reviewed: September 2016 by ND
Next review: August 2017 by ND