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Inclusion Policy

1. INTRODUCTION

The School has a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is seen as the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. These needs are met through setting suitable learning goals, responding to the diverse needs of children and providing other curricular opportunities outside of the National Curriculum wherever necessary.

The school aims to be an inclusive school through actively removing any barriers the pupils may face to learning. This means that equality and opportunity are not hindered in any way. We pay specific attention to the different groups of children within our school including:

- Gender and sexual orientation
- Ethnic and faith groups
- Children who learn English as an Additional Language
- Children with Educational Needs
- Children with physical or mental impairment
- Gifted and Talented children
- 'At risk' children (as defined by CYPES)
- Children Looked After (CLA)

This policy is concerned with the provision of effective learning opportunities for all pupils and outlines how staff attempt to modify the National Curriculum Programmes of study to provide all pupils with relevant and appropriately challenging work.

2. DEFINITIONS AND LEGISLATIONS

Inclusion is defined as:

'An ongoing process which celebrates diversity and involves the identification and minimising of barriers to learning and participation which may be experienced by pupils, irrespective of their differences and maximising the resources to reduce these barriers.'

At St. George's Preparatory School, inclusion means creating a sense of belonging for all teachers and pupils. All staff must feel they are an integral and important part of the school; that every child and every adult who learns and works in a school is valued and whose educational and personal needs are met.

Inclusive Practice is defined as:

"The understanding that there is no one way of teaching and recognises that one size does not fit all. Teachers need to build their skills in their planning and delivery of lessons and be flexible to when students need to overcome barriers to their learning. Continuous awareness of professional learning needs and staff development are key."

This policy is based on our obligations as a school under the Jersey Equality and Diversity Statement (2018) and is committed to promoting the equality and diversity of all those who work and learn at St. George's. We oppose unlawful and unfair discrimination, bullying and harassment and make every effort to comply with the requirements within this Act. We also adhere to the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) to ensure the needs of all pupils are met and sets out the school's responsibilities for pupils with Educational Needs and Disabilities.

3. SUCCESSFUL INCLUSION

At St. George's, we work to succeed in all we do and aspire to provide a safe and successful environment for all children through delivering an inclusive education. We believe successful inclusion to be:

- Every pupil feeling safe, confident and happy at school
- Every pupil making the best progress they can with the necessary resources
- Promotion of every pupil's belief in themselves as a learner and a valued member of the school
- Every pupil to enjoy their school experience at St. George's and are provided with equal opportunities

4. MEETING DIVERSE LEARNING NEEDS

We promote inclusion and support the diverse needs of all pupils through:

- Adhering to the relevant policies, systems and practices
- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using assessment techniques which are based upon sound principles setting targets for learning outcomes which; build on pupils' knowledge, are attainable yet challenged and are differentiated wherever possible
- regular monitoring of achievement and wellbeing of all pupils
- identifying potential barriers to learning quickly and implementing relevant strategies consistently throughout the school
- sharing any concerns with relevant professionals and work with them for the good of the pupil
- working closely with external agencies who may be involved in the care and support of pupils
- providing teaching and non-teaching staff with support and training to promote the best outcome for each pupil

5. SUPPORT AVAILABLE FOR POTENTIALLY VULNERABLE GROUPS

At St. George's, we have access to a multitude of support systems and make use of both internal and external professionals to support the needs and education of all children. Specific policies and procedures are to be followed when dealing with several potentially

vulnerable groups. We ensure all children are able to access a wide curriculum and provide all pupils equal opportunity for success. Where a child may be unable to access the National Curriculum through the usual pathways, the school may choose to facilitate access to their learning dependent upon their personal circumstances. The next section outlines support for each group considered 'potentially vulnerable' under the Jersey Equality and Diversity Statement (2018) and any policies or procedures which may be relevant.

5.1 Gender and sexual orientation

- Regular PSHE lessons addressing sexual orientation in line with the National Curriculum
- Liaison with the Deputy Head (Pastoral) to discuss personal matters
- Emotional Literacy Support through our ELSA assistants
- See PSHE policy

5.2 Ethnic and religious groups

- Teach a broad range of festivals and concepts from a range of religions and faith groups to raise awareness of diversity in all pupils
- Teachers can be flexible in their planning and offer appropriate challenges, regardless of race, ethnicity or social background
- Ensure all incidents of racism are recorded and are appropriately addressed
- See Equality and Diversity Policy and Anti-Bullying Policy

5.3 Children who learn English as an Additional Language

- Modification of curriculum if necessary
- Planning must take into account factors such as age, length of time in Jersey, previous educational experience and skills in other languages.
- See EAL Policy

5.4 Children with Educational Needs

- High quality teaching for all
- Curriculum is adapted to individual needs
- Small intervention groups are set up for children with difficulties in fine motor, resilience, phonemic development and number concepts.
- Additional lessons are organised for children with the SENCo to supplement the learning in lessons
- Use of hardware, software and technical aids to enhance spelling, presentation and self-esteem (such as laptops, voice recorders and coloured overlays)
- See SEND Policy

5.6 Children with Behavioural Needs

- Regular monitoring and discussions with all members of relevant staff and parents
- Employ behaviour management strategies which are consistent throughout the school and are following their Behavioural plan
- Enforce clear and reasonable classroom/school rules
- Contact CAMHS should additional support be required
- See Behaviour Policy

5.7 Children with Emotional Needs

- Training teachers to assist with classroom management of social, emotional and mental health difficulties
- Providing 1:1 or small group Emotional Literacy Support (ELSA)
- Access to the Wellbeing room as a 'safe place'
- Use the support services from external providers where necessary
- Maintain a good rapport with those relevant to ensure the child is safe and supported.
- See Mental Health and Wellbeing policy

5.8 Children with physical or mental impairment

- Hearing and Eyesight assessments carried by healthcare professionals out at school in accordance with Government Policy
- Create an accessible site for wheelchair users and accommodating for any individuals who are physically handicapped or wheelchair-bound on a case by case basis
- Regular review and monitoring of buildings and equipment
- Provide the opportunity for professional, external support to those who may need it (such as speech and language therapy, visually impaired and hearing impaired departments, occupational therapy and physiotherapy).
- See SEND Policy
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5.9 Gifted and Talented (G & T)

- See Gifted and Talented Policy
- See Teaching and Learning Policy
- Lessons to be differentiated wherever possible to extend and challenge all pupils
- Pupils to be streamed for Maths and Literacy to allow for differentiation

5.10 'At risk' children (as identified by CYPES)

- Regular liaison with external professionals to provide an inclusive and safe environment for pupils
- Where necessary, the Designated Safeguard Lead (DSL) may need to monitor and review pupils on a case by case basis and take necessary action to protect the wellbeing and safety of those involved
- Access to ELSA support
- Children create a rapport with their Form Tutor and any necessary information can be relayed to the DSL
- See Safeguarding Policy

5.11 Children Looked After (CLA)

- Liaison with Service Manager for Vulnerable Children
- Regular reviews and development of PEP

6. PROMOTING AND SUPPORTING INCLUSION

Through active promotion of the support available, we can ensure that all pupils are included in their learning experience. The various roles and responsibilities of members of staff ensure that all children have access to and inclusive education.

6.1 Head Teacher

- Will work with the SENCo, DSL and Directors to determine the strategic development of all policies and procedures within the school
- Has overall responsibility for the provision and process of all learners within St. George's

6.2 SENCo

- Will work with the Head Teacher to ensure all children who may require it, receive additional support to access the National Curriculum
- Have responsibility for the operation of the SEND Policy and the co-ordination of any specific interventions or support delivered to pupils with SEN or G&T
- Provide teachers and non-teaching staff with professional guidance to ensure all pupils receive appropriate support and high-quality teaching.
- Be appointed the contact for external agencies with regards to SEN and support services

- Ensure the records of SEN and provisions are kept up to date and confidential
- Liaise with parents and teachers to provide continued support for pupils at school and home

6.3 DSL

- Will work with the Head Teacher and ELSA assistants to ensure children at school are supported, safe and happy.
- Will attend relevant meetings with professionals to discuss personal cases wherever necessary
- Will maintain a confidential manner whilst ensuring the welfare of the pupils

6.4 Class Teachers

- Will ensure that all children are progressing and reaching their learning objectives through appropriate differentiation and intervention
- Provide high quality teaching for all.
- Monitor progress and analyse data
- Deploy Teaching Assistants to support the needs of children where necessary and/or appropriate
- Implement strategies and recommendations provided by external and internal professionals to ensure the learning environment is inclusive for all
- Review pupils' Independent Learning Plans (ILP) regularly and identify pupils for additional teaching groups

7. ADAPTIVE TEACHING

Teachers aim to allow every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum Programmes of study set out what most pupils should be taught at each Key Stage, but teachers should teach in ways that suit their pupils' abilities. Educational needs should be identified and barriers to learning and assessment removed as much as is possible (see SEND Policy). By tailoring lessons and differentiation, it allows all children to make progress and be included within their learning.

For pupils whose attainment falls significantly below the expected levels at a particular Key Stage, a much greater degree of differentiation may be necessary. The school can, where necessary, modify or disapply the National Curriculum. The school policy is to only do this in exceptional circumstances where all internal and external support is exhausted. Disapplication and modification of the National Curriculum would be considered only after detailed consultation with the parents, teachers and Head Teacher. This would be possible in consultation with CYPES.

APPENDIX

OUTSIDE AGENCIES

Educational Psychologist (EP)

Multi-agency Support Hub (MASH)

Early Help (EH)

Team Around the Child

Jersey Childcare Trust (JCT)

Speech and Language Therapy (SALT)

Occupational Therapy (OT)

Physiotherapy

Behavioural Specialist

Paediatrician

Child and Adolescent Mental Health Service (CAMHS)

Hearing impaired /Audiology Department

Visually Impaired Department

Autism Jersey