



St Michael's Church of England Primary School

Inclusion Policy

Issue Date: September 2025

Review Date: September 2026

Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

'This little light of mine, I'm going to let it shine!'

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15

Introduction

Our school mission statement opens with the phrase: 'At St Michael's we value the uniqueness of the individual' and this is at the heart of our inclusion policy. We value and respect every individual and we welcome diversity. We have a strongly held and positively promoted belief that all children have a right to high quality education in their local community and we work tirelessly to remove any barriers to education.

St Michael's School Inclusion Statement

Successful inclusion should result in **every** pupil feeling safe, confident and happy in our school. Every pupil should be making the best progress possible and enjoying their time at school. Successful inclusion should promote every pupil's belief in themselves as a learner and as a valued member of our school community. Putting inclusive values into action at St Michael's is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. Our approach to inclusion is made clear to all parents and open discussions and philosophy sessions with pupils help to promote the value of every member of our school and the wider community.

Making inclusion a reality - Meeting Diverse Needs

At St Michael's we recognise that in order to achieve our 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 pupil'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 pupil with their parents or carers and then seeking to work together with them, for the good of the pupil
- Liaising closely with professionals from other 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 pupil

Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Most Able Learners or exceptionally talented
- Pupils with physical or sensory impairments
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils whose family is in crisis or under great stress
- Pupils whose family is suffering financial hardship
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school
- Lesbian Gay Bisexual and Transgender (LGBT) pupils

Special Educational Needs or Disabilities (SEND)

1. What are special educational needs (SEN)?
 - a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - c) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught, is different from a language (or form of language) which is or has been spoken at home.' (*Child and Families Act 2014, s20*)
2. What is a disability?

A person (P) has a disability if -

 - a. P has a physical or mental impairment, and
 - b. The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' (*Equality Act 2010 s6*)
- 3 Identification of Special Educational Needs or Disabilities
- 4
 - i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and

- external agencies. This then informs the provision that is put in place for the pupil at St Michael's
- ii. When a concern is evident the class teacher will liaise with the Special Educational Needs Coordinator (SENCo) and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
 - iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil and may involve an EHCP.
 - iv. There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
 - v. The SEN Code of Practice (2015) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place.

English as an Additional Language (EAL)

1. 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.

2. Identification and Assessment

- i. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using by EAL team initially
- ii. This assessment will be done termly to record specific progress against EAL targets.

3. Provision for EAL pupils

- i. The SENCo meets all admissions and will liaise with class teachers and EAL if a new pupil has English as an additional language.
- ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention as advised by EAL
- iii. Teachers and other adults are aware of good EAL practices within a lesson and throughout school life.
- iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- v. Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.

Most Able Learners and Exceptionally Talented

1. Definitions

i. **Most Able pupils**

refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

ii. **Talented pupils**

Talented refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts and physical education

2. Identification

i. We use a range of strategies to identify more able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.

ii. Data taken into account will include:

- Information from the accountability process
- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

3. Leadership and Management

The SEN Coordinator will:

- Maintain the register in consultation with other staff
- Monitor the school's provision for pupils identified as being More Able Learners
- Monitor the progress of pupils identified as being More Able Learners
- Make opportunities outside the school known to these pupils
- Maintain active membership of NACE and attend conferences and disseminate information
- Provide in-school clubs and opportunities to offer stretch and challenge to these pupils

Monitoring and Review

- The Head teacher and leadership team will monitor the effectiveness of this policy on a regular basis. The Headteacher will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

Providing support to Aid Inclusion

- It is the class teacher's responsibility, with the support of the Headteacher and SENCo, to organise classroom resources and deploy classroom support staff in order to best support all pupils and particularly those with diverse needs. Pupil Progress meetings with the Head are used to identify how the teacher is using early intervention to support pupils.
- Children who find it harder to learn have access to 1-1 or small group teaching with a member of staff, appropriate to their needs, in a specially designated learning space e.g. The Clockhouse. This is a warm and welcoming space designed to give children confidence and self-belief with the expert support of an adult trained in confidence building; through targeted small steps successful progress in reading and writing is ensured.
- The assistance of professionals such as speech therapists, educational psychologists, occupational therapists, autism support and behavioural support will be organised by the SENCo.

- Pupils with particular needs will have a provision map which is the responsibility of the class teacher.
- Where it is deemed necessary an EHCP will be sought, and the class teacher and SENCo will work together to complete the lengthy application.