



INCLUSION POLICY

Date: February 2024

Review Date: February 2026

Aims of the Inclusion Policy:

Highfield Middle School is committed to providing an appropriate and high-quality education for all pupils. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.

Highfield Middle School is committed to inclusion. We strive to maintain a welcoming, caring school community where all pupils feel secure and valued. Highfield Middle School responds to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs

- learners who are disabled
- children who are significantly more able than their peers
- those who are looked after by the local authority
- others such as those who are sick, those who are young carers, those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Highfield Middle School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community.

Objectives

- To be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers and work together to meet their child's additional needs. Where appropriate, pupils will be involved in any planning or decision making that affects them.
- To make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.
- To plan for individual needs whilst encouraging the strengths and interests of our pupils. Pupils will be targeted to support their learning and intervention – academic and social – offered when needed.
- To provide full access to the curriculum through differentiated planning by class teachers, heads of year and SENDCo with support from teaching assistants and learning mentors as appropriate.
- To ensure that current Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To enable all children to move on from us well equipped to meet the academic and social demands of high school.
- To support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

To achieve educational inclusion by continually reviewing our practice and asking key questions:

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

How do we support inclusion?

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value differences;
- 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 allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Whole school actions to support inclusion are:

- a rich and challenging curriculum
- achievable targets for all pupils
- regular tracking of pupil attainment and the highlighting of any underachievement
- targeted support and intervention programmes
- induction of pupils new to the school, the area or the country
- a consistent behaviour policy
- encouraging children to restore relationships with others and take responsibility for their own actions
- addressing racism, sexism, bullying and any form of discrimination
- involving parents and carers at parents' meetings and through regular informal contact
- involvement of outside agencies and specialists
- sharing information about pupils with all staff

How will we monitor inclusion?

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used:

- Regular tracking of pupil attainment through termly target setting meetings
- Monitoring and assessment schedule
- Termly review of provision by English and Maths subject leads to discuss the progress of pupils receiving intervention

- Regular review of Learning Mentor interventions by SLT and SENDCo
Feedback from pupils and parents
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Lesson observations
- Monitoring teaching and learning
- Data analysis

Identification of pupils

Highfield Middle School recognises the significance of early identification of pupils with Special Educational Needs and Disabilities, English as an Additional Language (EAL) needs or pupils of higher ability and works closely with other professionals and outside agencies. All staff are all involved in identifying pupils. Pupils with SEND are identified and have a pupil passport, an Individual Education Plan (IEP) or an Educational Health and Care Plan (EHCP). Information relating to pupils with SEND is shared with all staff, including supply teachers.

Provision

1. Adaptive teaching

Teachers assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations and make progress in lessons.

2. Provision Management

A range of intervention programmes are used to support learning and behaviour. Academic interventions include: Fresh Start (phonics), Lexonik (spelling and vocabulary), handwriting and fine motor skills. Pupils who require social or emotional support may be referred to our Learning Mentors and follow a programme focusing on: emotional literacy; anxiety; coping with bereavement; developing resilience. Parents are informed of the interventions their child will receive on a termly basis.

3. Pupils with an Education, Health and Care Plan (EHCP)

Explained in SEND Policy

4. Pupils with English as an Additional Language (EAL)

See EAL policy.

5. Challenging pupils of higher ability

Higher ability pupils are challenged via adaptive teaching and lessons which extend their learning. Pupils also have the opportunity to take part in extra-curricular and enrichment activities involving other local school such as the Junior Maths Challenge; Engineering competitions at Nissan; Science visits to

Newcastle University and Carbon Homes; alongside other STEM activities throughout the year.

Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where viable.

Looked after Children (LaC)

LAC pupils will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. Our Designated Teacher for LAC attends all LAC reviews and we work closely with social services and carers. Academic progress and targets is closely monitored. Pupil Premium + funding is used to ensure LAC pupils have access to Learning Mentor sessions and residential opportunities during their time at Highfield Middle School.

Working with Outside Agencies

Highfield Middle School promotes the value of specialist advice and support from a variety of professional and voluntary services. Highfield Middle School also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners.

Senior Leaders, Year Leaders and the SENDCo frequently liaise and work closely with a number of other outside agencies and professionals such as:

- Children's Services
- Education Welfare
- School Health
- Primary Mental Health
- Early Help Family Support Service
- Children's Wellbeing Practitioners
- Northumberland Children and Young People's Service [CYPS]
- Community Paediatrician
- Physiotherapy Service
- Occupational Therapy
- Educational Psychology
- HINT
- Autistic Spectrum Disorder [ASD] Team
- Speech and Language Therapy
- Specific Learning Difficulties
- Visual and Hearing-Impaired team
- LA advisors

Parents/carers are informed whenever any outside agency is involved.

Links with other schools/Transition arrangements

Information regarding children joining from other schools will be shared appropriately with the relevant staff. If there are any SEND needs, the SENDCo will contact the school to further discuss the child's needs. Children transferring from Highfield Middle School will have CPOMS and SEND records forwarded and Senior Leaders will discuss these children with other schools on request.

The Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. There is a named governor for inclusion who will report on the fulfilment of the school's Inclusion Policy.

Equality Act

The Equality Act (see Equality and Diversity Policy) makes it unlawful for schools and LAs to discriminate against disabled pupils for a reason relating to their disability without justification.

Highfield Middle School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

Working with Parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved in the transition process from Year 4 to Year 5 and when pupils leave at the end of Year 8. They will be given the opportunity to express their views, be active in decision making and participate in their child's education at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success.

To support parents, parents' evenings are organised to discuss transition, progress and achievement, and to share information e.g. regarding Year 6 SATs and year group residential visits.

Parents will have the opportunities to meet with their child's teacher/s in a formal meeting at least twice a year. Parents of pupils with SEND will be invited into school by the SENDCo to discuss their IEP no less than twice per year and pupils with an EHCP will also be invited to be part of the Annual Review process.

Complaints

If any parent feels that Highfield Middle School is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy.

Staff Development

School leaders will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET days.

Policy Review

This Policy will be reviewed as and when necessary in response to any statutory updates. In the absence of any such changes, the policy will be reviewed on a two-yearly cycle.