

Moorside Primary School



Inclusion Policy



MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in being a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world. We

want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of

We are a caring community where everyone is welcome We

all value, respect and support each other

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do

Everyone demonstrates good manners at all times

Everyone respects each other and show consideration

Everyone respects and cares for our environment and resources

Everyone celebrates each other's successes and achievements

Aim

At Moorside Primary School we are dedicated to meeting the individual needs of all pupils. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all pupils can realise their potential in terms of academic and personal achievement through access to the curriculum by providing support which is tailored to individual needs.

Purpose

- to ensure that everyone has a common understanding of inclusion
- to ensure all educational activities, whether formal or informal, are fully accessible to all young people
- to ensure early identification, assessment, support and review of the needs of all pupils
- to promote partnership with parents, carers and the wider community
- to ensure the effective use of resources towards prevention and early intervention
- to promote collaboration with other professionals to enable the sharing of expertise and flexible responses to meet the needs of all pupils
- to monitor appropriate indicators to measure the success of the inclusion policy
- to review the effectiveness and development of the inclusion policy

Definition of Inclusion

Inclusion describes the process the school takes in responding to the needs of all pupils as individuals. At Moorside, we aim to adapt and reconsider aspects of the curriculum through organisation, provision and the allocation of resources to meet the needs of our pupils. All of our pupils will receive this curriculum including:

- girls or boys where there are gender issues
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- students with special educational needs including those considered to have emotional, behavioural or social difficulties
- pupils with physical disabilities
- pupils who may be gifted and talented
- pupils in need including those in public care
- pupils whose families may be seriously disadvantaged by poverty and/or rural isolation
- children who are at risk of disaffection and exclusion from school
- other pupils, such as sick children; young carers; children from families under stress

Implementing the Policy for Inclusion

The following information should be read alongside all related policies where there is more detail on implementation.

Common understanding of Inclusion

- all policies and practices are underpinned by a commitment to inclusion
- staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- inclusion is promoted amongst pupils through the PSHE curriculum, assemblies and day to day interactions with staff, pupils and the wider community
- positive language is used when referring to all pupils, including those who are disabled or have learning difficulties; pupils and staff are encouraged to report use of discriminatory language and all allegations are taken seriously

Fully accessible educational settings and activities

- all areas of the school buildings and site are accessible to all pupils and their parents/carers
- all teaching staff adapt learning resources so that all individual pupils may access them
- Pupils for whom English is an additional language are monitored and supported by staff and the SENCO as needed
- all teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all pupils are provided with appropriate pace and challenge; staff are given training and work

closely with the senior leaders to overcome barriers to learning; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images

- all pupils receive regular constructive feedback on their work which acknowledges progress and gives clear guidelines on how to improve and provide time to make improvements
- Teachers will tailor their feedback to individual pupils and involve additional adults where appropriate in this process so that it is accessible

Identification, Assessment, Support and Review

- regular assessments, six times a year, are used to build up a picture of progress for all pupils and groups of pupils
- subjects across the curriculum use a range of formative and summative assessment methods, allowing all pupils to demonstrate learning. Familiar contexts without cultural bias are used and special arrangements are put in place where needed
- all staff identify and support pupils to overcome any barriers to learning
- the school currently employs family advisors who support pupils at risk of non-attendance or permanent exclusion and their families
- The Senior Leadership Team work to ensure smooth transition through each Key Stage and beyond; this includes engaging support from external agencies

Partnerships

- the school keeps parents/carers informed through regular reports, and parent consultations. Parents are encouraged to contact the school if they have concerns. Parents of pupils causing concern are kept informed of interventions and progress through daily discussions, letters, phone calls home and meetings
- all phone calls from parents/carers are acknowledged within twenty four hours
- the SENCOs regularly keep parents/carers informed of their child's progress
- the school liaises with a wide range of external agencies to support the needs of individual and groups of pupils causing concern. This is overseen by the Senior Leadership Team

Effective use of resources

- deployment of staff and resources is driven by an assessment of need, based on assessment data, information from Sims, work and lesson scrutiny and the day to day work of the Senior Leadership Team
- pupil premium is used to provide additional staffing and resources, targeted at those pupils who qualify for the funding
- the work of Teaching Assistants and Middle Leaders is carefully planned and focussed on identified needs
- the school is committed to additional in-school provision for vulnerable and SEND pupils and funds a number of interventions and nurture classes where appropriate
- the school pays for additional support from external agencies, based on identified needs, e.g. Educational Psychologist, Speech and Language service and Kalmer Counselling
- the monitoring of academic and pastoral outcomes is used to assess the impact of additional staffing and resources. This is reviewed, including an assessment of value for money, on an annual basis

Collaboration

- the school collaborates with other schools (especially those within the WEST Trust) and training providers to train staff and to share resources and good practice

Monitoring and evaluation

- the progress of all pupils is monitored half termly by all staff along with the Senior Leadership Team who liaise with other professionals where there are concerns
- outcomes from monitoring and pupil progress meetings are used to identify development priorities each year and these are embedded in the School Development Plan

Date to be implemented	September 2023
Date to be reviewed	July 2024