

Inclusion Policy

Our aims

At Broadwas CofE Primary School we are committed to providing our pupils with a broad, balanced and enriched curriculum that is accessible to all. Pupils should be fully included in all aspects of school life. All children are equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. As such, we are committed to inclusion for all pupils. We aim to engender a sense of community and belonging, and to offer opportunities to learners to realise their potential, including those who may have experienced previous difficulties and those who are particularly able. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that 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, prior attainment and background. We are aware that we may need to adapt our provision for different groups of learners.

1. English as an Additional Language (EAL)

Our school is committed to ensuring that all pupils fulfil their potential. This policy section details our provision for pupils with English as an Additional Language.

1.1 Curriculum

All teaching staff:

- have the responsibility to provide the highest quality-first teaching and learning opportunities for all pupils
- identify and teach key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- provide additional verbal support, e.g. repetition, modelling, peer support and pre-teaching key vocabulary
- make use of a range of ICT resources as appropriate, including 'Listening Books'
- make use of collaborative activities that involve purposeful talk and encourage and support active participation

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- group children strategically for different activities
- ensure, where possible, learning progression moves from the concrete to the abstract (younger children and early speakers of English learn a new concept in a practical 'hands on' (concrete) way. As a child becomes older, more advanced and/or is exposed to English for longer, they should be able to apply concepts in a more abstract way e.g. with pencil and paper)
- provide scaffolding for language and learning, e.g. talk frames, writing frames.
- provide a variety of ways for pupils to record their work, including recording in their first/ home language
- provide dual- language books and dictionaries
- ensure cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families

1.2 Assessment of children with EAL

All pupils, including those with EAL are assessed according to the whole school Assessment procedure, recording attainment and progress using FFT ASPIRE.

1.3 Monitoring and review

Pupils who are new to the school and have EAL will receive an initial assessment within the first 2 weeks of their arrival at school and appropriate learning support will be planned using the results of these assessments. Robust data analysis is carried out to ensure pupils learning with EAL are achieving in line with the rest of the school. This includes progress meetings between class teachers, subject leaders and Head teacher. Interventions are provided for pupils identified as requiring additional support following data analysis staff meetings. These are included on individual provision maps (IPMs). Parents are updated with regard to attainment and progress development through regular meetings as well as during scheduled consultation evenings.

2. Higher attaining Provision

At Broadwas CofE Primary School, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy section is to help ensure that we recognise and support the needs of those children in our school and in each class who have been identified as 'higher attaining'.

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Higher attaining learners can be defined as those who have particular abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. It also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Provision will be made for these children within day to day class teaching, but will include the provision of enrichment or extension activities to promote their skills and talents still further. These may include specialist or advanced teaching sessions, for example in Mathematics, or additional enrichment activities as opportunities arise.

2.1 Aims

Our aims are to:

- Provide a high quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential.
- Provide additional activities and learning opportunities that provide enrichment in different areas of the curriculum.

2.2 Identification of higher attaining children

We use a range of strategies to identify higher attaining children. The identification process is ongoing, and begins when the child joins our school. Children arrive in school from a variety of pre-school settings and backgrounds, all assessment data provided by their previous setting will be considered during the baseline assessment process and during initial planning.

In the EYFS, information from baseline assessments carried out by the class teacher within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are/likely to be higher attaining. This model applies when children join our school in different year groups.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability. Throughout all key stages, class teachers use prior attainment and current performance to identify children that are higher attaining and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality-first teaching in the classroom.

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The children undertake national assessments in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are higher attaining and are working at a greater depth within the curriculum. Teachers in all year groups follow our continuous assessment process to monitor attainment and progress. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets. The school's model of continuous assessment using FFT Aspire for Reading, Writing and Maths is also used as an indicator to identify higher attaining pupils and to track their progress.

It is important to recognise that not all higher attaining pupils are obvious achievers. Many actually under achieve - their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. At Broadwas CofE Primary School, we are committed to ensuring that the provision for higher attaining children is a priority.

2.3 Disadvantaged higher attaining pupils

As with all pupils, the school is committed to ensuring that higher attaining children who are also identified as 'disadvantaged' under DFE guidelines are fully challenged and achieve their potential through quality-first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged higher attaining pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, arts or simply new experiences that may not be available to them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

2.4 Provision

Teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

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In every year group we set targets for English and Mathematics, and teach the children accordingly.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc. These are celebrated during our weekly 'Assembly of Excellence'.

The school uses FFT Aspire as a tool for tracking and monitoring pupil progress and attainment. This enables staff to identify higher attaining pupils through the use of continuous assessment process.

2.5 Monitoring and review

Class teachers

Class teachers keep regular records of the attainment and progress for all pupils in their classes in Reading, Writing and Maths using FFT Aspire, and meet termly with the Head teacher to analyse the progress and attainment of all pupils. Teachers discuss the children's progress with parents at consultation evenings and report annually to parents/carers on each child's progress. Subject leaders work with the Head teacher to analyse subject data in order to inform action points for further development. Class teachers keep records of the attainment and progress of the higher attaining pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

Governors

The Standards Committee monitors the school provision for higher attaining pupils and pupils with EAL.

This policy was approved by the Governing Body on 3rd December 2019.