



Burlais Primary School

Inclusion Policy 2025

POLICY FOR INCLUSION – 2025

General Statement

The staff and the governors of Burlais Primary School have approved this inclusion policy. This school believes that every pupil has an entitlement to develop his/her full potential. Educational experiences are provided that help develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource that supports the learning of all. In this school, inclusion recognises the child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to his/her individual abilities, talents and personal qualities. Every possible effort will be made to ensure that the needs of children with impairments, or families of different ethnic backgrounds, are considered at admissions meetings and during all other school activities. In all activities, this school will endeavour to make every adjustment possible to remove barriers (physical and attitudinal) so that impairment does not necessarily lead to disability.

Aims

The school aims to:

- help pupils develop their personalities, skills and abilities
- provide appropriate teaching that makes learning challenging and enjoyable
- Provide equality of educational opportunity as far as possible.

Objectives

- To ensure implementation of government and LA inclusion recommendations.
- To ensure the school's inclusion policy is implemented consistently by all staff.
- To ensure any discrimination or prejudice is eradicated.
- To identify barriers to learning and participation, and provide appropriately to meet any diversity of needs.
- To ensure all pupils have access to an appropriately differentiated curriculum that meets their individual requirements.
- To recognise, value and celebrate pupils' achievements, however small.
- To work in partnership with parents/carers in supporting our children's education and outside agencies if necessary.
- To guide and support all school staff, governors and parents on inclusion issues.

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Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background. To provide such experiences for pupils, there must be a process that maximises resources to reduce these barriers and promote a positive outcome for pupils that enhances their achievements.

According to the Oxford English Dictionary (1989), the definition of the verb 'integrate' is:

“ To render entire or complete, to make up, compose, constitute (a whole)...to put or bring together (parts or elements) so as to form one whole; to combine into a whole...to bring racially or culturally differentiated peoples into equal membership of a society or system; to cease to segregate”.

Implicit in this common usage definition is the idea that to integrate is to improve, perfect and to make whole, whilst to segregate is to isolate that which is seen as troublesome or a threat. All staff at Burlais Primary School understands and shares this common view.

At Burlais there are three elements that provide a framework for the planning and organisation of arrangements for the education of children with special educational needs:

- Locational integration which means that the children share the same school campus, i.e. their education is located in the same set of buildings
- Social integration which involves children mixing outside lesson times, i.e. in the playground at play and lunch times and possibly also on excursions out of school
- Functional integration which means full integration as a member of the school community with as much time as possible in an ordinary classroom.

At Burlais Primary School these three elements overlap and work effectively together.

Different Groups in the School

- ◆ Girls and boys.
- ◆ Minority ethnic and faith groups.
- ◆ Travellers, asylum seekers and refugees.
- ◆ Pupils who need support to learn English as an additional language (EAL).
- ◆ Pupils with additional learning needs.
- ◆ Pupils with speech and language difficulties.
- ◆ Pupils with challenging behaviour.

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- ◆ More able and talented pupils.
- ◆ Children 'looked after' by the local authority.
- ◆ Other children, such as sick children, young carers and those children from families under stress.
- ◆ Any pupils who are at risk of disaffection and exclusion.

Roles and Responsibilities

- ◆ At Burlais Primary School, all staff have a responsibility to promote inclusion.
- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Co-ordinating Inclusion

The role of the Inclusion co-ordinator is to:

- Monitor the inclusion policy and report annually to the governing body/head teacher/ALNCO on its effectiveness
- monitor and assess inclusive provision
- identify barriers to learning and provide staff with appropriate strategies
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants
- purchase appropriate resources
- monitor pupil progress
- liaise with parents/carers
- co-ordinate cross-phase/cross-school transition
- Co-ordinate external specialist provision.

Teachers are responsible for meeting the needs of all pupils in their class.

Inclusive Provision

The school offers a continuum of provision to meet the diversity of pupils' needs:

- Although all classes have a range of pupil ability, class teachers have the flexibility to set smaller ability groups within their class for literacy and numeracy. Additional in-class support and small group withdrawal is available and this is targeted to maximise support where it is most required. Additional support is available to individual pupils and small groups of pupils who are 'catching-up' on their basic literacy, numeracy and communication skills.
- Pupils who require intensive support have a teaching assistant assigned to meet their needs for a proportion of the school day.

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- Pupils are grouped by ability for RWINc. Pupils with a more particular learning difficulty may work in smaller classes.
- Cross-class inclusion is provided for pupils in certain subjects to meet individual needs.
- Enrichment groups run to offer opportunities to all children, but specialists in the subject support the MAT pupils.
- Computers are available to support learning in every classroom.
- Books are selected that provide a range of interest and reading levels to suit pupil ability. Issues of gender and ethnicity are also addressed in reading materials.
- The school has strong links with other schools in the county and regularly visit these provisions to develop friendship bonds and share good practice and resources.

Admissions Policy

All applications for places at Burlais Primary School will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs before a child starts school, Burlais Primary School will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At Burlais Primary School every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or which have come into the country recently. Assistance will be sought from bi-lingual teachers/teaching assistants if translation is necessary.

Specialist Provision

Basic training in the 'Makaton' system is used to help the communication of pupils with speech and language disorders and is provided for each member of staff.

Our staff are well trained. Staff have received training on emotional, intellectual and neurological development, on SEBD, ADHD, ASD and ELKLAN.

Teaching staff and teaching assistants support pupils with emotional and behavioural difficulties.

External Support

- The school has access to the services of a language therapist who works individual pupils to develop communication skills.
- The school has access to an educational psychologist, educational welfare officer, occupational therapist and advisory staff.

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Resource Allocation

The school allocates a discrete amount from its budget to promote and resource educational inclusion. The head teacher manages this budget.

Assessment Procedures Monitoring

- ◆ We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides. All Nursery pupils are assessed on entry using a baseline assessment. Children transferring from other schools are assessed on entry using an assessment by the class teacher or if there are any special needs requirements, this should be carried out by the ALNCO. These assessments are used to inform the school of any diverse needs the child might have.
- ◆ To monitor progress and attainment, the pupils take part in personalised assessments.
- ◆ Personalised assessment results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- ◆ The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a practically daily basis by the Head Teacher and senior staff.
- ◆ Records are kept of any incidents of a serious nature, including racial incidents, and copies are sent to the Swansea LA. (Use the Incident Form provided by the LA.)
- ◆ The attendance of pupils is monitored constantly by the Head Teacher. The EWO is alerted if attendance becomes a cause for concern.
- ◆ All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.
- ◆ Pupils have individual targets from their marking and are involved in discussing their progress towards them regularly.

Professional Development

Behaviour contracts and informal plans identify inappropriate behaviour and encourage pupils not only to reflect on the consequences of their behaviour, but also act as a focus for encouraging and acknowledging improvement. 'Reactive Plans' ensure that all staff react uniformly to outbursts of challenging behaviour.

Staff are kept fully informed about the LA, national and regional training courses, seminars and networks that relate to inclusive educational practice. Staff who attend courses are expected to disseminate and share their knowledge with other staff within the school. Staff are encouraged to observe good inclusive practice within the school and also in other schools. All pupil targets and objectives are shared between staff.

Disaffected Pupils

At Burlais Primary School, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support

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from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

Parent Partnership

The knowledge, views and first-hand experience parents/carers have regarding their child is valued for the contribution it makes to their child's education. Parents/carers are seen as partners in the educational process. All parents/carers are welcome to contact the ALNCO or the head teacher if they have any concerns about inclusive educational provision. Class Dojo is another source of contact. At Burlais Primary school parents are encouraged to visit the school to discuss concerns with the class teacher or Head teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.