



Woodside Primary Academy

Inclusion Policy

Procedures for Inclusion

These policies should be read in conjunction with the Equality Policy, Teaching and Learning Policy and Behaviour Policy.

Each child is unique and at a Woodside Primary Academy we aim to offer an outstanding and inclusive learning environment.

We develop a culture where all members of staff and all pupils feel accepted, encouraged and motivated regardless of their background and abilities. We want to offer all our pupils opportunities for emotional, social and educational development. A creative, differentiated and interesting curriculum coupled with skilled and motivated staff help to contribute to a philosophy of accomplishment and achievement.

We have high expectations of *all* children; we look for ways to support them as individuals, preparing them for a successful, fulfilling future.

By looking at academic progress across the school, we can identify different groups of learners, including 'gifted and talented' children, children for whom English is an additional language, vulnerable children and those with specific educational needs. We can then design targeted support that minimises barriers to learning and extends and challenges pupils according to their ability.

Policy for Pupils with English as an Additional Language (EAL)

Introduction

This policy outlines our school's aims and strategies to ensure all EAL pupils fulfil their potential. This policy covers the key areas of:

- Ethos
- Curriculum
- Assessment
- Specific support for New Arrivals

(Refer to school Equality Policy for whole school approach including education against racism)

Ethos:

At Woodside Primary Academy we are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL). We maintain an extremely positive school ethos through the following:

- Displays around the school that reflect and celebrate the multi-cultural and multi-lingual nature of both school and society. These include:
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 - Multi-lingual signs and labels
 - Photos of whole school events such as International Evening
 - Photos of positive role models from a range of cultures
 - Examples of pupils work
- Displays within the classroom reflect and celebrate the multi-cultural and multi-lingual nature of the class, school and society and support the learning of pupils learning EAL and include:
 - Displays/ resources depicting pupils' family heritage
 - Multi-lingual labels/signs, with pictures, using the main languages spoken in the class and /or the language of children who are new to English
 - Visual timetable

Curriculum:

All teaching staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all pupils (as outlined in the Teaching and Learning policy)
- identify and teach key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- provide enhanced opportunities for speaking, listening and drama and highlight these in yellow on literacy and numeracy plans
- 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, pre-teaching key vocabulary
- make use of a range of ICT activities

- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- 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.

Assessment

- All pupils, including those learning EAL are assessed according to the whole school Assessment policy (see Assessment policy).
- If a pupil is below national curriculum level 1 in reading and/ or writing, s/he is assessed using ‘A language in Common’.
- Pupils who are new to the school and new to English will receive an initial assessment within the first 6 weeks of their arrival at a Woodside Primary Academy
- Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- Interventions are provided for pupils identified as requiring additional support following data analysis staff meetings. These are included on the provision map.

New Arrivals/Pupils who are new to English

Clear procedures have been outlined to support newly arrived pupils including those who are at an early stage of English language acquisition (see appendix 2- New Arrivals Procedures).

NB: Pupils with Special Educational Needs (SEN) and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school’s SEN provision. If EAL pupils are identified as Gifted and Talented, they have equal access to the school’s provision.

Policy for Gifted & Talented Pupils

To be read in conjunction with the following core policies: Teaching & learning, Assessment, Inclusion (SEN and EAL), Health and Safety, The Curriculum Framework and the Home-School Agreement.

Introduction

Woodside Primary Academy recognises that some of its pupils may have academic abilities or specific talents, which range well beyond the average, within our school.

Definition

Children are defined as gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- creative and performing arts
- psychomotor ability

Gifted Children

Gifted children are those who possess a high level of academic ability (potentially or demonstrably) in one or more subject areas.

Talented Children

Talented Children show an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination, or highly developed social skills will also be acknowledged.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To stimulate children through extracurricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through 'The Quality Standards.'

Identification

Identification is used to ensure effective and suitable provision is made for the more able child. Needs identification should inform planning. This will ensure that the appropriate pace, rigour and challenge needed for their children to progress.

A variety of methods will be used to identify gifted and talented children:-

- teacher observation, assessment and nomination
- background knowledge of the child by parents and previous schools
- the expertise of the co-ordinator in supporting the judgement of the teacher

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify and provide for the most able.

Classwork

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

Extra-Curricular Activities

Woodside Primary Academy will provide opportunities for G&T children by providing:

1. Club activities – curriculum subjects, plus enterprise and robotics.
2. Activity days and Master classes. These may be organised by the school or may be run by other organisations.
3. Day visits. Competitions e.g. stock exchange/sports events.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
5. A broad, creative curriculum, giving children a chance to thrive.

Co-ordinating and monitoring

The monitoring of Gifted and Talented children will be the responsibility of the class teacher however the following people can support this through regular reviews:

1. Headteacher/Deputy
2. Gifted and Talented Co-ordinator/Leading Teacher
3. Teaching Assistants
4. Governor with responsibility for Gifted & Talented Children.

REVIEW AND DEVELOPMENT

Each year the school will draw up a register of able children in each year group. The G&T coordinator with help from fellow staff will keep this list under review.

Partnership

Parents are notified if their child is on the gifted and talented register and together with teachers they will work together for the needs of the gifted and talented child.

Resources

A Resource bank will be developed, and will include:-

- Materials for both staff and children to use which will be kept in the Gifted and Talented Co-ordinator's classroom
- Websites & Useful contacts
- Assessment and Identification guidance

Policy for Special Educational Needs

See separate Woodside SEN policy

Policy agreed on 28 October 2015