

Sketty Primary School
Inclusion Policy

September 2025

Article 6: You should not be harmed and should be looked after and kept safe
Erthygl 6: Ni ddylech gael eich niweidio a dylech gael gofal a'ch cadw'n ddiogel.

1. Introduction and Aims

At Sketty Primary School, inclusion recognises the child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, talents and personal qualities. Every possible effort is made to ensure that the needs of all children regardless of their age, gender, ethnicity, attainment or background, are considered at all times. In all activities, this school endeavours to make every adjustment possible to remove all barriers to learning.

2. Aims and Objectives

Aims

Sketty Primary School is an inclusive school, which means that equality of opportunity must be a reality for our children. Pupil voice is at the heart of our practice and drives children's learning.

We aim 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 implement the school's inclusion policy, consistently by all staff.

• To eradicate any discrimination or prejudice.

• To identify barriers to learning and participation, and provide appropriate strategies 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.

• To ensure safe systems of work used when manually handling pupils with disabilities (See Individual risk assessments in children's' files)

3. What is Inclusion?

Inclusion is an ongoing process that celebrates diversity and involves minimising of barriers to learning and participation that may be experienced by 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.

All staff at Sketty Primary understand and shares this common view.

At Sketty there are three elements that provide a framework for the planning and organisation of arrangements for the education of children with additional learning needs:

• Locational integration, which means that the children share the same school environment, i.e. their education, is located in the same building

• Social integration, which involves children mixing outside lesson times, i.e. in the playground at play and lunch times, during extra-curricular activities and, 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 Sketty Primary School, these three elements overlap and work effectively together.

Different Groups in the School

- Gender.
- Minority ethnic and faith groups.
- Pupils who need support to learn English as an additional anguage (EAL).
- Pupils with Additional Learning Needs.
- Pupils with speech and language difficulties. Pupils with challenging behaviour.
- Gifted and talented pupils.
- Children 'looked after' by the local authority or adopted
- Young carers and those children from families under stress. Any vulnerable pupils who are at risk of exclusion.

4. Roles and Responsibilities

At Sketty 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 adapted to best suit their needs.

The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

5. Co-ordinating Provision

The role of the Additional Learning Needs co-ordinator (or ALNCo) is to:

• monitor the inclusion policy and report annually to the governing body/head teacher/ 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.

The ALNCo is responsible for keeping the Head teacher regularly informed about the inclusive provision in the school. Teachers are responsible for meeting the needs of all pupils in their class.

6. 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 groups within their class. 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' across the whole curriculum.

• Pupils who require intensive support have access to an adult assigned to meet their needs, as and when appropriate.

• Cross-class inclusion is provided for pupils, to meet individual needs.

• A variety of equipment, including Digital equipment, is available to support learning in every classroom.

• The new curriculum is continually being adapted to meet pupil need. Areas of Learning Experience (AOLE) Teams are continually developing a school matrix for their subject that provides continuity and progression throughout the school for all pupils.

Resources are purchased to allow the delivery of units of work.

• 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 local authority and regularly visit these provisions to develop friendship bonds and share good practice and resources.

7. Admissions Policy

Sketty Primary School will adhere to the Local Authority's Admissions Policy.

No child is refused a place in the school because of their Additional learning 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 Additional Learning Needs before a child starts school, Sketty 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 is made to support a child who has Additional Learning Needs.

At Sketty Primary School every effort is 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 is sought from EMAU. Staff have received training on emotional, intellectual and neurological development, encompassing DCD, BESD, ADHD, ASD, PDA, Dyslexia. Teaching staff and teaching assistants support pupils with their well-being including emotional and behavioural difficulties and the school has implemented a Breakfast Club and an After School Club. A Buddy system operates at break times.

Children with Speech, Language and Communication difficulties are supported by support staff who have completed the Wellcomm/ ELKLAN /Language link/Speech link.

Children with BESD are supported through Positive Play provided by a number of staff who have been trained in the Derbyshire Positive Play Project, Exchange Resilience programmes, Emotion Coaching, Therapeutic Play, Restorative Practice, ELSA and using a Trauma Informed approach.

8. External Support

The school has the services of a speech and language therapist and hearing specialists who works with individual pupils to develop communication skills.

The school has access to the services of the Behaviour Support teacher, Platform Counselling Services and Camhs School In Reach

The school has access to an Educational Psychologist, learning support teachers, an educational welfare officer, and advisory staff, Occupational therapists and Physiotherapists.

LA EMAU support EAL children throughout the school.

9. Assessment Procedures and 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 and Reception pupils are assessed on entry using a range of in-house tools, WELLCOMM, Speech and Language Link. If a child transitions from another school, a request is submitted to share information from the previous school(s). If there are any additional learning needs, we will follow the school's graduated response. These assessments are used to inform the school of any diverse needs the child might have, and to monitor progress and attainment.

National tests are carried out in English and Maths yearly for Pupils from Year 2 upwards.

The attendance of pupils is monitored constantly by the Attendance officer and Head Teacher. The EWO is alerted if attendance becomes a cause for concern, and cases are discussed individually. All children deserve to have their achievements and progression recognised

Pupils with additional learning needs have individual targets and are involved in discussing their progress towards them. Progress is monitored and reviewed regularly. Teachers and TAs work in partnership to monitor and assess pupil progress weekly.

Each class has a reward system, certificates for good work, and positive values contribute to raising pupil self-esteem and motivation.

We operate a policy of Restorative Practice and Emotion Coaching to encourage children 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.

The Headteacher oversees the professional development of all teaching staff and support assistants.

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. Pupil targets and objectives are shared between staff.

Safeguarding

Records are kept of any incidents of a serious nature, on My Concern and forwarded to the headteacher and copies are sent to the Swansea LA. (Use the Incident Form provided by the LA.)

10. Vulnerable Learners

At Sketty Primary School, every effort is made to provide early intervention and support for those pupils who demonstrate challenging behaviour or are at risk of exclusion. Pastoral Support Plans will be implemented at the same time as seeking the help and support from parents and outside agencies before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

Disapplication and Modification

School can, where necessary differentiate, modify or disapply pupils from aspects of the Curriculum for Wales, this will only be done in exceptional circumstances through Person Centred Reviews after detailed consultations with parents. (Section 365/365 Education Act 1996).

11. 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.

At Sketty Primary school parents are encouraged to visit the school to discuss concerns with the class teacher or Head teacher.

Parents are consulted on all Additional Learning Needs issues and included in Person Centred reviews and meetings.

12. Monitoring and Evaluation

This policy will be reviewed annually by the Senior Leadership Team and Governing Body. Feedback from pupils, staff, and parents will inform updates.

Contact Information
For any questions or concerns regarding this policy, please contact:

School Name: Sketty Primary

Address: Llwyn Mawr Close Sketty SA2 9HJ

Phone: 01792 206655

Email: skettyprimaryschool@sketty.swansea.sch.uk

Appendix
INCO – Inclusion Co-ordinator
ALNCo – Additional Learning Needs Co-ordinator
EAL – English as an Additional language
EMAU – Ethnic Minority Achievement Unit
ASD – Autism Spectrum Disorder
DCD – Developmental Co-ordination Disorder
ADHD – Attention Deficit, Hyperactivity Disorder
PDA – Pathological Demand Avoidance
BESD – Behavioural, Emotional and Social difficulties
ELKLAN – Speech and Language Programme
WELLCOMM – Speech and language programme (Early years)

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