

Philosophy

At TMA the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Inclusion Ethos.

Our School Creed is embedded throughout the school and is central to our whole school ethos. We are highly committed to promoting equality and inclusion within the school and local community. We actively promote and value the individuality of all of our children with our creed stating 'Everyone is unique and everyone is special'. We are committed to giving every one of our children maximum opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life and we have very high expectations for all children. The achievements, attitudes and well-being of all our children are central to all we say and do. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a strong sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Two Mile Ash School is passionate about and totally committed to supporting all vulnerable groups within the school through our Pupil Support Team, where pupils are considered as partners within the learning process. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Thus we value and provide for our learners in the best way as to meet their needs and respond appropriately according to their varied life experiences and needs.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Our school is committed to being a fully an inclusive school. We therefore actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is a right and reality for our children. We make this a reality through the attention we pay to the provision and achievement of different groups of learners within our school which include:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs (including those with and disability and/or medical needs;
- most able children;
- travellers and asylum seekers and refugees.
- children who are looked after by the Local authority.
- children who are eligible for pupil premium.
- children who are at risk of disaffection or exclusion;
- children who require a higher level of emotional support
- children who have a unique learning style and approach.

We aim to provide a curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment providing other curricular opportunities outside the National Curriculum.
- A stimulating, enriching and nurturing curriculum designed to meet the needs of individuals and/or groups of children. (This includes the wider curriculum like speech and language therapy; Educational Psychology interventions, emotional, social and wellbeing programmes.)

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Nurturing of the whole child where their happiness is central to all we do.
- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of pupils.
- Listening and responding to the concerns of children and parents.
- Taking care to balance the needs of all members of the school community.

- We secure inclusive education by continually reviewing and evaluating the effectiveness of our provision and achievement of all our pupils.

These principles are interlinked and are the heart of our provision and therefore we will:

- Provide a warm, safe and welcoming environment for all who come to our school. Ensure all staff are well trained and understand the needs of all pupils beyond the classroom.
- Provide quality first teaching and personalised learning strategies.
- Ensure that pupils support is proactive rather than reactive.
- Involve pupils and their families in decision-making.
- Provide support for pupils outside of the school and their families.
- Seek advice and support from a range of outside agencies and make links where possible.
- Ensure that all policies across the school take account of such pupils.
- Review and monitor policies and interventions regularly to ensure they are successful and make changes where needed.
- We strive to ensure that all pupils are considered as individuals, are given responsibility and respect for themselves and each other and that they all have to equal opportunity to achieve their full potential.
- Our aim is for our pupils and our staff to feel valued, content and secure with their learning environment. We actively promote creating a secure, accepting and stimulating school environment where everyone has the right to learn and everyone will achieve their best.

Teaching and learning style

- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to the best of their ability. Ongoing assessments of each child's progress inform our provision and intervention strategies. We then measure their impact and effectiveness.
- When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child shows particular aptitude.
- Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

- Teachers ensure children: feel secure and know that their contributions are valued; appreciate and value the differences they see in others; are actively involved in their own learning and take responsibility for their own actions; participate safely, in clothing that is appropriate to their religious beliefs; are taught in groupings that allow them all to experience success; use materials that reflect a range of social and cultural backgrounds, without stereotyping; have a common curriculum experience that permits for a range of different learning styles; all children, regardless of their needs, are fully involved in the setting of their targets, which are challenging and focus on success.

Disability Statement

- We will endeavour to ensure all children make the best possible progress. No child or adult will be treated 'less favourably' for a reason related to their disability and 'reasonable adjustments' will be made to ensure that the disabled are not at a disadvantage. (Disability Discrimination Act 2001)
- Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.
- The staff alongside the Governing Body also have a Accessibility Policy and Plan that is shared on the school's website.

Disapplication and modification

- The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.
- In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the professionals involved in the child's life. The school's governor with responsibility for Pupil Support in school would also be closely involved in this

process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

- Should we go ahead with modification or disapplication, we would do so through Sections 90, 92 and 93 of the Education Act 2000. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Racism and inclusion

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Head teacher. On the rare occasions of racial incidents, the school contacts parents of those pupils involved.

Support Services and External Agencies

The school promotes the value of specialist advice and support from a variety of professional and voluntary services. We have strong links with a range of external agencies from Milton Keynes Council as well as private external specialists.

Common Assessment Framework (CAF).

We strictly adhere to any safe-guarding policies and procedures and any children who are deemed to require and/ or benefit from a multi-agency approach, will be placed upon a CAF through the MK Family Assessment and subsequent Team Around the Child (TAC) or Team around the Family (TAF) meetings will be help to ensure we all work together to meet the child's needs to the best of our ability with a united approach. These needs can vary from safe-guarding, to educational to social and emotional to medical needs and is considered to be appropriate for any child and/ or parents and/or professionals who need further support and guidance to ensure we meet their needs fully.

Alternative Provision.

We, as a school, acknowledge and recognise that the full responsibility for monitoring the quality progress and provision remains with us for children educated in alternative provision. We adhere to the Alternative Placement Policy by the DfE.

Positive Handling.

At TMA, we strongly believe preventative methods and de-escalation techniques are to be used to help children who are experiencing higher level of difficulties and that physical intervention is only used for the safety of the child concerned or for the safety of others. If positive handling does need to be used, then all incidents will be recorded in the positive handling book and a senior member of staff to be informed. The parent/ carer will also be informed that physical intervention has been required.

It is Two Mile Ash School's policy to use restrictive physical intervention only in line with Milton Keynes Safeguarding Children's Board's "Restrictive Physical Intervention" policy.

Please refer to recently published DFE guidance, 2013 (Use of Reasonable Force) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- Our policy on physical intervention/positive handling by staff is also within the Safeguarding and Behaviour Policy. When a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention should be appropriately trained.
- We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

Governing Body.

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. In line with this code, we have a designated named governor responsible for Pupil Support.

Partnership with Parents

Positive parental involvement is crucial and central in maximizing achievement and development of all our children but it is particularly important for vulnerable group children. In accordance with the Code of Practice, we believe it is essential to involve parents from the earliest initial stages. Parents are given the opportunity to express their views, be active in decision-making process and actively participate in their child's education, at review meetings, parent consultations and induction meetings. We strongly believe in building upon children's strengths and celebrating them yet value the necessity for honest and open relationships with our parents displaying a true and realistic picture of their child. We operate an 'open door policy' whereby all parents are actively encouraged to share their concerns no matter how small they may feel they are.

Complaints

If any parent feels that the school is not meeting the needs of their child, they should first contact the class teacher then the Head of Pupil Support. If the matter is not resolved, then an appointment should be made to consult the Head teacher. Parents may also seek support from the Parent Partnership services.

Staff Development

At Two Mile Ash, we promote and encourage career professional development and offer this in a variety of different means to ensure we remain fresh, up to date and forever improving and evolving. The key aim always being to enhance our practice to impact positively on our children with our passion to ensure we are a fully inclusive school always being at the centre for all we do.

Policy Review

The policy will be reviewed on a yearly cycle unless any government or school initiatives require a shorter review process.

Version: V1 – Wednesday 14 th October 2020	
Approval: This policy was ratified by Two Mile Ash Governing Body.	Next Review on or before: 14th October 2021 This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)