

Stanbridge Primary School

INCLUSION POLICY



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| Signed (Chair): | Name: Mrs F Lindsey-Clark | Date: 19/06/17 |
| Signed (Headteacher): | Name: Miss F Bertham | Date: 19/06/17 |
| Ratified: by Curriculum Committee | Next Review: Term 6 (18/19) | |

Equality Impact Assessment (EIA) Part 1: EIA Screening

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| Policies, Procedures or Practices | Inclusion Policy | Date: | 22/06/15 |
| EIA CARRIED OUT BY: | F Bertham | EIA APPROVED BY: | F Bertham |

Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes) | Existing or potential adverse impact | Existing or potential for a positive impact |
|--|---|--|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) | | |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication). | | |
| Gender Reassignment (transsexual) | | |
| Marriage and civil partnership | | |
| Pregnancy and maternity | | |
| Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers) | | |
| Religion or belief (practices of worship, religious or cultural observance, including non-belief) | | |
| Sex (male, female) | | |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived) | | |

Any adverse impacts are explored in a Full Impact Assessment.

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Inclusion Policy

Rationale

The staff and governors of the school have approved this inclusion policy. Our school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In our school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

Objectives

- Ensure implementation of government and LA inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

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, and the maximising of resources to reduce these barriers.

Co-ordinating inclusion

The SENCO co-ordinates inclusion across the school. The role includes:

- monitoring the implementation of the inclusion policy and report regularly to the Headteacher on its effectiveness;
- monitoring and assessing inclusive provision;
- identifying barriers to learning and providing staff with appropriate strategies;
- sharing inclusive expertise with and supporting the professional development of classroom teachers and Teaching Assistants;
- purchasing appropriate resources;
- monitoring pupil progress;
- liaising with parents;
- co-ordinating cross-phase / cross-school transition;
- co-ordinating external specialist provision.

The Headteacher is responsible for keeping the governors regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for literacy and numeracy. Additional in class support is available in all classes, which is provided by Teaching Assistants. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. The T.A.s support pupils with emotional and behavioural difficulties, as well as working with gifted and talented pupils. Computers/iPads are available to support learning, as well as being centrally located in the school's ICT Suite and hall/gym.

Out-of-class provision is available to pupils with statements of SEN who require specialist literacy, language or behaviour management intervention programmes. A range of extra-curricular activities are available during lunchtime and after school, for example: art club, drama club, school choir, school orchestra, football and netball teams.

External support

The school, through its service level agreement, buys in additional external specialist advice and support from the Speech and Language Service, the Ethnic Minority Achievement Service, Inclusion Support and the Travellers Education Service. The school also has access to an Educational Welfare Officer, School Nurse and an Educational Psychologist.

Resource allocation

The Headteacher with the governing body, approve any necessary curriculum priority spending that supports moving inclusive practice forward.

The SENCO organises and plans the amount of additional in-class and external specialist support required by pupils at SEN school support and with an Education Health and Care Plan or Statement. The pupils at 'school support' are covered from within the school's existing budget, and receive in class support from Teaching Assistants and/or direct small group teaching from the SENCO.

Assessment procedures

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. The school has developed an assessment system, which relates to the Early Learning Goals and Age Related Expectations, including exceptional performance for gifted and talented pupils. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed three times per year.

The school's reward system of house points, and certificates of achievement for outstanding work and performance, effort, and improved behaviour, contribute to raising pupil self-esteem and motivation.

Professional development

The Headteacher oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.

Parent partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCO if they have any concerns about inclusive educational provision.

Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home and in school.

Evaluating the inclusion policy

The inclusion policy is reviewed regularly. Policy evaluation focuses on: establishing how far the aim and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In the light of the findings, the policy is revised and amended accordingly.

This policy should be read in conjunction with the Assessment Policy, Teaching and Learning Policy and individual subject policies.