

Waterville Primary School

Inclusion Policy

Statement of Principle

We value the individuality of all of our children, and that of their families. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well being of all of our children are important. We aim to ensure that this school promotes the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background. To achieve this we will endeavour to remove barriers to accessing learning, the curriculum, other aspects of school life (e.g. lunch and break times), and the environment, information and out of school activities.

The policy applies to all pupils within Waterville Primary school who have special needs including those groups mentioned within the aims of the policy. SEN, Anti-bullying, Race equality, and Access Plan all fit in with the inclusion policy.

The policy was developed by the inclusion manager who is part of the school leadership team in conjunction with all teaching staff.

Aims

Our school aims to be an inclusive school. We actively seek to remove any barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils; this means that equality of opportunity must be a reality for our children. We aim to challenge stereotypes and confront prejudice and help our children develop a greater awareness of personal and social responsibility by fostering a climate of achievement where everybody is expected to attempt everything. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Children with special educational needs
- Gifted and talented children
- Minority ethnic and faith groups
- Children who have English as an additional language
- Children who may be at risk of disaffection or exclusion
- Looked after children
- Children with speech language or communication difficulties
- Children who are in families under stress
- Children with disabilities
- Able gifted and talented children;

We aim to create a caring and trusting and welcoming environment where everyone is equally valued and takes equal responsibilities for playing a part in our Inclusion Policy, which relies on personality, commitment, care and trust, and total involvement by everyone. This extends to parents governors and the wider community.

We aim to provide child centred education for life in the wider world beyond school and emphasise skills that are needed to survive and live a happy life within society, by providing our pupils with a sense of self worth and social inclusion.

Objectives

- To ensure that the special Educational needs and Disability Act (2001) and the Green Paper (2011) are implemented across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning
- To provide specific input, matched to individual needs for those children at **school action, school action plus and AEN or statement** levels of intervention.
- To ensure that children with SEN are perceived positively by all members of the school and community and that inclusive provision is positively valued by staff and parents/carers
- To involve parents/carers at every stage in plans to meet their child's needs.
- Where possible, to involve the children themselves when planning their provision.
- To achieve educational inclusion by constantly reviewing what we do and assessing such things as differences in achievement of different groups, the effectiveness of setting achievements of children with special educational needs, use of support staff and different gender or racial groups. These reviews are used to set achievable goals, and the children are fully aware of these goals and the steps needed to achieve them-by the use of marking to targets and learning objectives.

Roles and responsibilities

At Waterville 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 individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the curriculum at their level.
- The well being of all children is fostered, and children are given extra support when experiencing difficulties.
- All children should feel secure and know that their contributions are valued:
- They are encouraged to appreciate and value the differences they see in others.

- They are encouraged to take responsibility for their own actions.
- Children are taught in groupings that allow them all to experience success.
- Teachers use materials that reflect a range of social and cultural backgrounds; without stereotyping.
- All children have a common curriculum experience that allows for a range of different learning styles.
- All children have challenging targets that enable them to succeed.
- All children are encouraged to participate fully, regardless of disabilities or medical needs.

Admissions Policy

All applications for places at our school are treated fairly. No child is 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. Before a child starts school, the Foundation 1 teacher makes home visits. If the school is aware of special needs before a child starts school, we 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.

The Communication support base has guidelines for the transition of pupils into and out of the provision.

At Waterville primary school every effort is made to provide support for those families from ethnic minorities, especially those speak English as an additional language or have come to the country recently. Assistance will be sought from EMTAS if translation is necessary.

Attendance is monitored on a daily basis by the school learning mentor and every effort is made to encourage excellent attendance at school.

Eliminating discrimination and promoting equality and inclusion across areas of school activity

We aim to give all our children the opportunity to succeed and reach their full potential. The attainment of all groups of children is analysed towards the end of each academic year and taken into account when organising classes, sets and staffing. On going assessment is used to help plan lessons and class group organisation. In some cases often with reference to IEP's programmes of study for earlier key stages or year groups is felt more appropriate.

Similarly, programmes of study from higher year groups are also used if necessary or the breath of work extended. Great emphasis is placed upon the acquisition of Basic Skills.

The National Curriculum is our starting point for planning a curriculum that meets the needs of individuals or specific groups of children.

We achieve this through:

- SEN is provision mapped to ensure targeted support where it is most required
- Setting suitable learning challenges
- Personalised learning time
- Responding to children's diverse learning needs

- Differentiated learning activities
- Responding to advice from outside support agencies
- Providing activities and opportunities for gifted and talented children through our school network group
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Appropriate staff training

A clear and consistent Behaviour and discipline Policy is used throughout the whole school alongside a strong pastoral care system, so that our children feel secure and know their contributions are valued. We ensure that our procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all groups.

The effect of cultural background or disability on behaviour is taken into account when dealing with incidents of unacceptable behaviour.

All staff operates a consistent system of rewards and sanctions. Our learning mentor works closely with children and their families to ensure a consistent approach to behaviour management.

Exclusions are monitored by ethnicity, gender and disability to establish patterns and trends.

When attainment falls significantly below the expected level, in addition to in class support and a differentiated curriculum, a child may participate in IEP groups/individual work, booster groups, 1-1 tuition, e-learning and peer support.

When attainment significantly exceeds the expected level, in addition to in-class extension activities and a differentiated curriculum, a child may participate in 'Gifted and Talented' groups within school. Children may also participate in 'Master classes' within our school pyramid. Talented children are encouraged to take part in out of school clubs and groups.

Access to the school environment

- See school Access Plan
- We are constantly reviewing ease of access to all areas of our school building and grounds.
- Resources are purchased, appropriate to the needs of children, in order that they are able to access a full and rewarding curriculum.
- We consider the dignity and emotional well-being of our children by providing quiet areas. We have a 'Time out' area in school during lunch time to allow children time to reflect upon behaviour.
- All parents/carers are encouraged to participate at all levels in the full life of the school.
- Our school works in partnership with parents/carers and the community to develop positive attitudes to diversity and difference and to address specific incidents.
- Information and material for parents/carers is accessible in user friendly language and in languages and formats other than English as appropriate.
- The school's premises and facilities are fully accessible to, and used by, groups from the local community.

Conclusion

In our school we value each child and adult as a unique individual. We strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion. We acknowledge that to achieve true inclusion, everyone within a school, regardless of their strengths and weaknesses; need to be able to be part of the whole school community.

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