

Stanborough Primary School and Nursery

INCLUSION POLICY

1. Introduction

1.1 At Stanborough Primary School and Nursery, we value the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest possible outcomes and promote pupil progress that is visible, ongoing and appropriate to the individual. We take into account pupils' varied life experiences and needs and encourage strong partnerships between children, parents, LEA and external agencies (where we are able to access these as an independent school). We offer a broad and balanced curriculum and are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils.

1.2 The Human Rights Act (1998) places emphasis upon 'fairness' and 'justice' in meeting children's needs and the Disability Act (2001) was designed to ensure that where possible, disabled people have the right to work to their fullest capacity and have the chance to fulfil their potential. In addition, the Equality Act (2010) states that the following is unlawful: direct discrimination, indirect discrimination, discrimination arising from disability and failure to make reasonable adjustments for disabled people.

1.3 We strive to offer equality of opportunity to all groups of children within the school by eliminating prejudice and discrimination and developing an environment where all children can feel safe and fulfil their potential. We believe that educational inclusion is about equal opportunities for all learners. This policy helps to ensure that all pupils are equally valued in school. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- ethnic and faith groups
- learners who need support to learn English as an additional language
- learners with special educational needs
- learners with social, emotional or mental difficulties
- learners who are subject to Child Protection or Child in Need plans
- learners who are disabled and
- learners who are gifted and talented.

2. Planning & Teaching for Learning

2.1 Our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers will be aware that pupils bring different experiences, interests and strengths to school, which influences the way they learn. Teachers plan their approaches to learning and teaching so that all pupils can take part in the lessons effectively. Teachers will ensure that assistants have access to relevant planning so that they can play a significant role in support the children's development appropriately. Teacher should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning
- developing positive relationships with students
- setting appropriate learning challenges
- responding to the diverse needs of the children
- overcoming potential barriers to learning and assessments for individuals and groups of pupils and
- providing other curricular opportunities to meet the needs of individual or groups of children.

2.2 Teacher lesson plans include details of differentiation for G&T and SEN (as well as taking into account VAK and multiple intelligence data for the class). This can take many forms including:

2.3 Gifted & Talented

- tasks which demand higher order thinking skills
- access to advanced resources and materials which support the level of challenge
- extension – not 'more of the same', but more appropriate work
- stimulating lessons that have pace so that pupils are motivated by challenge

- creative learning tasks which have a degree of open-endedness to encourage pupils to impose meaning, make reasoned judgements or produce multiple solutions
- the opportunity to take risks in an organised way, to learn from ‘failures’ and to work collaboratively and
- learning which involves authentic tasks and opportunity for choice and personalisation.

2.4 We recognise that such learning experiences benefit all students, not just those identified as Gifted and Talented. Therefore, although at times G&T children will be offered special learning experiences, most often teachers will use an ‘open door’ or inclusive model of provision in which all students get an opportunity to participate in the above.

2.5 English as Additional Language

- Access to dual language texts, posters and displays;
- access to word banks;
- opportunity for visual literacy techniques such as reading pictures and drama;
- providing opportunity for higher order thinking;
- opportunity for discussion and co-operative learning;
- opportunities, where possible, to communicate in first or home language;
- display artefacts and materials which reflect the children’s home background;
- encourage children to write their own dual texts, where appropriate;
- promoting and celebrating diversity whilst taking care to avoid stereotyping and
- plan learning opportunities in lessons which reflect the backgrounds of the pupils in the class.

We believe that children learn English best when they are working collaboratively with English speaking children, so we actively plan for and encourage this as far as possible.

2.6 Special Educational Needs

As above, but in addition:

- differentiated learning objectives and success criteria;
- adapted and differentiated printed texts to improve access and understanding;
- graphic organisers and writing frames;
- hands on equipment;
- multi-sensory learning opportunities;
- additional adult support (where possible/available);
- additional visual cues;
- learning opportunities which reflect IEP targets;
- mixed ability and homogenous groupings and
- differentiated homework.

2.7 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school aims for the early identification of special educational needs. This is done through the monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENCO of concerns regarding a child’s learning. The SENCO then ensures the right intervention and support is given.

2.8 We achieve educational inclusion by continually reviewing what we do and by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

3. Learning and Teaching Styles

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 as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning the learning and next steps. It allows them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age-related interest level. When the attainment of a child falls significantly below the expected level – using formative and standardised assessments – teachers enable the child to succeed by planning work that is in line with the 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 demonstrates a particular aptitude.

Teaching and support staff are familiar with and agree to adhere to the School's Equal Opportunities policy. They ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- 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 that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate as fully as possible, regardless of disabilities or medical needs.

4. Children with Disabilities

The school is committed to providing an environment that allows children full access to all areas of learning. The designated points of entry to our school allows for wheelchair access. Teachers modify learning and teaching as appropriate for children with disabilities, for example, they may give additional time for children with disabilities to complete certain activities. In their planning, teachers ensure they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and assistants ensure that the work undertaken by disabled children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work or when, for example, using vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allows children with impairment to access the curriculum e.g. the hearing impaired to learn about sound in science and music and the visually impaired to learn about light in science and to use visual resources and images both in art and design and in design and technology;
- Use assessment techniques that reflect their individual needs and abilities;
- Take account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.

5. Roles and Responsibilities

The school's Inclusion Manager is Adenike Adewole and the Early Years SEN Co-ordinator is Michele Vitry.

Inclusion Manager

- To ensure that an efficient and coherent system is in place, which all staff understand, to identify and meet the needs of SEN and Inclusion pupils within the school.
- To ensure that the individual pupil journey and progress is captured in pupil files which are kept up-to-date.
- To ensure that meetings take place termly (or as needed) to review the progress of pupils on the Inclusion register.
- To ensure that targets set for Inclusion pupils directly correlate to the identified needs and are sufficient to ensure good progress.
- To ensure that practical advice and support is given to staff to promote the learning and progress of all pupils on the Inclusion register.
- To monitor and study data to ensure that the various cohorts within Inclusion are progressing well and that gaps are being closed.
- To liaise with the parents of children on the Inclusion register, from discussions with the Class Teacher and Head. (Parents must be closely involved and their insights included in the process.)
- To liaise with external agencies including LEA support, Educational Psych, health and social services and other voluntary bodies beyond the setting, as agreed from discussions with the Class Teacher, Head and parent.
- To ensure that policies and practices are up-to-date and in line with statutory requirements.
- Along with the class teacher, to organise and supervise the work of TAs or Teachers providing 1:1 or small group support to children (not EY SENCO).
- To ensure accurate and up-to-date registers and timetables are maintained.
- For the Inclusion Manager to advise and support the EY SENCO and for both to work closely together to ensure good SEN and Inclusion provision in their respective age-groups.

Early Years SENCO

- As above but for the Early Years Foundation Stage (Nursery and Reception class).

The Class Teacher

- To understand and adhere to the school's policy for identifying and supporting pupils on the Inclusion register.
- To provide high quality learning experiences, as outlined above, through intelligent planning based on an understanding of the needs within the class.
- To deliver a differentiated programme to the children on the Inclusion register as identified in the IEPs and targets.
- To evaluate pupil progress by reviewing targets and their effectiveness, with the Inclusion Manager/EY SENCO.
- To seek advice and support from the Inclusion Manager/EY SENCO as needed.
- To maintain good communication with parents on the provision for and progress of the child, as discussed with the Inclusion Manager/EY SENCO and Head.

The Parent

- To work in partnership with the school to support the progress of the child, as outlined in the personalised targets/IEPs.
- To maintain good lines of communication with the school, being sure to inform of any factors that could affect outcomes.
- To carry out suggested activities at home to support the child's development.

The Pupils

- To understand the significant role they play in ensuring their own progress and growth.
- To work in partnership with parent and the class teacher to set, evaluate and review targets and their effectiveness.

The Headteacher

- To ensure that the leadership and management of Inclusion is effective.
- To utilise data to assess the effectiveness of Inclusion provision at the school.
- To utilise data to set targets for Inclusion within the school.
- To advise and support the Inclusion Manager in her role.
- To ensure that Inclusion features within the school development plan and remains a significant driver in pupil progress.
- To report to the Governing Body on the effectiveness of the Inclusion department in relation to pupil progress and well-being.

The Governors

- To ensure that Inclusion provision is of a high standard.
- To have regard for the code of practice and statutory requirements when undertaking Governing responsibilities for Inclusion.
- To report on the effectiveness of the Inclusion provision and the Inclusion Policy.

6. Assessment

Teacher and staff observations, records from previous schools and information from parents can provide an overall picture of a child's challenges and needs. In every instance, where a need is identified, these must be raised with the Inclusion Manager.

Where the school has concerns about an EYFS child's learning and development, the IEALD (Individual Assessment of Early Learning Development) or Early Years Developmental Journal will be used as tools to help plan for the child's progress and development. (Information from these may be shared with external agencies subject to parental consent.)

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements.

7. Graduated Response to Pupil Need

First Response:

Where there are concerns about a child's progress, we focus on high quality teaching, targeted at the pupil's area of weakness. Discussions in the planned progress meetings will lead to suggested strategies and approaches that may be used.

Targeted support:

If the cause for concern continues and the issues raised at progress meetings are not resolved, further small group or one-to-one intervention may be required, according to the school's staffing provision.

In the Early Years, provision is made in-class by the Teacher and Key worker support.

At Stanborough Primary School and Nursery, we value each child as a unique individual. We always strive to meet the needs of all our children. We adopt a whole school approach in which the admission of any individual is considered in the context of ensuring the child's needs can be met and that the provision is compatible with the efficient use of resources and the efficient education of all the children in our care. (The Green Paper 2011)

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