

Inclusion Policy for Worlebury St Paul's Church of England V.A Primary School

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Worlebury St Paul's Primary School ensures that everyone working with children and young people is familiar with school procedures and protocols for safeguarding the welfare of children and young people.

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

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General Statement

This school believes Educational Inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, attainment or background. We recognise that every child has unique characteristics, interests, abilities and learning needs. Educational experiences are provided which develop children's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. We ensure that our curriculum reflects the diversity of our school, our local community, the UK community and the global community. In this 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. Because the internet may be used within any curricular area and more widely within school, the E-Safety Policy is a sub-policy of every other policy at our school and should be adhered to at all times and within every aspect of school life.

Aims

The school aims to:

- ❑ ensure children feel safe and secure within the school setting.
- ❑ ensure children are treated respectfully and their ideas are valued.
- ❑ help children develop their personalities, skills and abilities.
- ❑ provide appropriate teaching which makes learning challenging and enjoyable.
- ❑ provide equality of inclusive educational opportunity.
- ❑ provide early identification with additional needs.

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 children have access to an appropriate differentiated curriculum.
- ❑ Recognise, value and celebrate children' achievement, 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 children, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Co-ordinating Inclusion role

This role is to monitor the inclusion policy and report to the governing body 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 support staff; purchase appropriate resources; monitor pupil progress; liaise with parents; co-ordinate cross-phase/cross-school transition; co-ordinate external specialist provision. The Inclusion Leader is responsible for keeping the Headteacher regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all children in their class.

Inclusive provision

The school offers a continuum of provision to meet a diversity of children's needs. Although most classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class. Additional support is available which is provided by LSAs, HLTA and Learning Mentor. This additional support is targeted at individual children and small groups of children who are catching up on their basic literacy, numeracy and communication skills. Children with emotional and behavioural difficulties are also supported. Computers are available to support learning in every classroom as well as being centrally located in the school's ICT Suite.

Out of class provision is available to children who require specialist literacy, language or behaviour management programmes.

A range of extra-curricular activities are available during lunchtime and after school, for example: a variety of sports clubs, lunchtime club, Wood School and a residential adventure activity holiday.

External Support

The school accesses external specialist advice and support from the LA Vulnerable Learners Service, the Speech and Language Service, Locality Team, and from other relevant agencies such as Community Paediatrics, Speech Therapists, Social Services and the LAC team. The school also has access to an Education Welfare Officer and an Educational Psychologist. They are able to provide advice and guidance on issues related to curriculum provision, gender issues, as well as assisting with the identification and assessment of children's individual needs.

Resource Allocation

The school allocates a part of its budget to resourcing Educational Inclusion. The Leadership team in consultation with the Inclusion HLTA classteachers organise and plans the amount of additional in-class and external specialist support required by children (at SEND Support, Top-Up Funded and EHCP).

Assessment Procedures

All children have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, the P scales for children with learning difficulties and the National Curriculum levels of attainment, including exceptional performance for our more able children. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers regularly moderate and standardise samples of children' learning and achievements across the curriculum.

Under-achievement is identified as early as possible through teacher referral. Children are set individual challenging targets which address the area of under-achievement. Pupil progress is monitored and reviewed.

The school's system of recognising achievement for performance, effort, outstanding work and improved behaviour contribute to raising children's self-esteem and motivation.

Professional Development

The Headteacher and Deputy Headteacher oversee 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 education process. All parents are welcome to contact the Leadership team if they have any concerns about inclusive educational provision. Appropriate action will be discussed in order to identify a way forward. 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.

Evaluating the inclusion policy

The inclusion policy is reviewed every 3 years unless there are National Agenda changes. Policy evaluation focuses on:

- ❑ establishing how far the aims and objectives of the policy have been met
- ❑ how effective the inclusion provision has been in relation to the resources allocated
- ❑ the attainment of children in judging 'value added' factors

In the light of the findings, the policy is revised and amended accordingly.

Complaints procedure

These are defined in the complaints policy that is available from the school office or website.

This policy will be reviewed according to the Policy cycle.

Signed ...Felicity Williamson

Date approved by Governors 18th May 2016