

STUART ROAD PRIMARY SCHOOL INCLUSION POLICY 2014/2015



'Supporting all children to achieve academically, socially and emotionally'

Rationale

Stuart Road School is committed to promoting a climate which values all school members and provides quality education for all children through appropriate differentiation, resources and facilities.

We believe that all children, including those identified as having "special educational needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and fully includes them in all aspects of school life.

We believe that social and educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment in school. This includes meeting the needs of those who are higher achieving.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 children, for whom maturity is a crucial factor in terms of readiness to learn. Also, our mobile children who may have suffered from disrupted home and school lives. Many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Aims

We aim to;

- Continually monitor the progress of all pupils, to identify needs as they arise, and to provide support as early as possible
- Through proactive planning and early intervention, where possible, provide teaching and learning contexts which enable every child to achieve to his or her potential.
- Challenge and eliminate prejudice and discrimination
- Promote and create inclusive educational opportunities through teaching and learning of the highest possible standard to meet the needs of all children.
- Celebrate diversity.
- Encourage all children to be involved in reflecting on their own progress and setting new targets for themselves.
- Overcome barriers to learning and achievement for children with special educational needs to the best of our ability
- Raise the attainment of children in public care.
- Raise the educational attainment of ethnic minorities and children for whom English is an Additional Language.
- Meet the needs of higher achieving pupils.
- Ensure all children receive the highest possible standard of education in the least restricted learning environment.
- Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- Provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from a Statement occurs).
- Ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve the children themselves in planning and in any decision making that affects them.

Guidelines

1. All children will have access to a curriculum that is broad, balanced and relevant, including the National Curriculum.
2. It will be suitably matched to the age and ability of the individual child or young person.
3. Learning opportunities will be absorbing, rewarding and effectively differentiated, and the teaching styles will be diverse.
4. All children will have the opportunity to develop their self-esteem and social skills.
5. We will celebrate the successful academic and social achievements of all children
6. We will develop an effective partnership with parents and carers in order to support children with Special Educational Needs.
7. The views and opinions of the children will be valued and respected.
8. All children should have the opportunity to contribute to any decision making about their own future.
9. The School will work in effective partnerships with external agencies, e.g. other schools, Health Authority, Social Services as well as the LA and voluntary organisations in order to ensure that provision is well matched to the needs of the children.
10. Incidents of racism, racial harassment, or bullying or harassment related to any other equalities issues are dealt with firmly and sensitively;
11. We will continue to develop, improve and monitor a suitable range of educational provision, in order to respond to a broad, diverse and changing range of Special Educational Needs.
12. The School will maintain and develop practices that enable early identification of, and intervention in, Special Educational Needs.
13. The School will outline clearly how children will be supported as they plan for and provide SEN provision.
14. The use of resources to address Special Educational Needs will be transparent and documented in the Governors annual report to parents.
15. We will try to ensure that membership of the governing body reflects the local population.
16. The School will, in partnership with the LA, provide high quality support services to ensure staff have suitable access to professional development - ongoing for high incidence needs and targeted training for those less frequent seen needs
17. All children will be supported by special personnel when appropriate and resources allow.
18. All children's individual needs will be considered and the full range of flexible responses will be available to accommodate and value their diversity.
19. The School will, within the context of services available, seek the relevant support and advice from the LA, in order to facilitate inclusion.
20. The introduction of all new staff will include disability awareness and training in issues linked to learning and social exclusion.
21. Building adaptations will be sought, when appropriate, to maximise the learning potential of all children and particularly to facilitate physically, visually or hearing impaired children.
22. Learning styles, resources and subject content will be regularly reviewed in order to remove sexual, social or cultural bias.
23. The effectiveness of this policy will be monitored and evaluated annually by the Inclusion co-ordinator (SENCo) with particular reference to admissions, attendance, behaviour and discipline, attainment
24. This policy should be read in conjunction with our policies for SEN, PHSEE, race equality, higher achieving children, behaviour and anti-bullying.

Practice to support this policy

Roles and responsibilities

Governing Body will:

- Ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Give details of a nominated governor who has the lead responsibility for educational inclusion and equalities issues.

Head teacher will;

- Along with the governing body, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- Take disciplinary action against staff or pupils who discriminate or contravene the policy (see behaviour and anti-bullying policies)
- Ensure that issues of equality and inclusion are addressed within the PSHEE and Citizenship curriculum.
- Ensure systems for pastoral care provide appropriate support to children and their families

All staff will;

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of race, disability, or other equality issues.
- Keep up to date with equalities legislation by attending training and information events organised by the school or LA.
- Keep up to date with research findings into effective learning and teaching styles.

Teaching staff will;

- Ensure that the pupils from all equality groups have full access to the curriculum and access to therapeutic intervention where appropriate.
- Engage and involve parents.
- Promote race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.

Visitors and contractors will;

- Comply with the school's Educational Inclusion Policy

Access to the Environment (See also School Access Plan)

- Stuart Road School is a single site school and is built on three levels with stairs from the lower levels to the upper levels.
- Entrance to the building is through lower playground. Due to the stairs there is limited or no wheelchair access.
- Classrooms are accessed by corridors from which there is no wheelchair access.
- There are currently no shower, changing or laundry facilities
- We plan to make sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Detail of our plans and targets on improving environmental access are contained in the Access Plan.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are being developed and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the "hidden curriculum" and extra-curricular activities are barrier free and do not exclude any pupils.
- Our literate environment will include use of examples from a variety of languages and cultures, where appropriate.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (See also School Access Plan)

- All children requiring information in formats other than print have this provided (e.g. Braille).
- We will provide information in a variety of languages and formats for parents/carers, as appropriate.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the schools' Access Plan.

Admission Arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited in to work with the children where possible, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of "special educational needs" issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- Provision for all pupils to participate in PE and sport will be made wherever possible, e.g. by provision of extra adults to offer support.

Listening to children's needs

- We encourage the inclusion of all children in the School Council and other consultation groups.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews
- The staffs have on-going training opportunities on issues relating to communication and listening skills.
- Children will be encouraged to develop their listening and communication skills to help each other, especially through peer mediation schemes and peer mentoring.

Working with disabled parents/carers

We recognise that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the Hall that is accessible.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. For some parents/carers we ensure that we have telephone contact, as this is their preferred method of communication.

Evaluation

- Every year, we analyse the data we have on our children with particular reference to very high or low attainment, children from minority ethnic backgrounds, and children with English as an Additional language, and we track their progress. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children having very high attainment
 - An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2
 - A reduction in behaviour incidents and exclusions
- We report progress against these targets to the governing body, who in turn report to parents/carers through governors newsletters
- In January and July, the Head will provide information to the governing body as to the number of children receiving special educational provision through provision for higher achievement, School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to Inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/carers will include the details of "SEN" provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- "SEN and Inclusion" is a standing agenda item at all Quality and Standards Committee meetings and will be reported at the full governing body meetings through sub-committee reports
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP targets
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

- Target setting for all children takes place daily, termly and within each Key Stage.

Pupil Intervention Group

The pupil intervention group is a multi- agency group that meets, in school, to help identify support that might be required for our pupils. Referral is via the class teacher but may also have been identified through discussion with parents. The group is made up of Mr Frame - Headteacher, Mrs Hill Special Needs Co-ordinator and Inclusion Co-ordinator, Mrs Halloran – School Counsellor and Mrs Hamlin – Educational Psychologist. (Please see the protocol for identification/ referral below). Parents will be notified by letter where an intervention is identified.

Pupil Support Group Protocol

1. If teachers have concerns about any child, it is to be discussed with a parent e.g. at Parents Evening **or** an arranged appointment. If discussed at Parents evening, a follow up appointment needs to be made to discuss the way forward due to lack of time.
2. Explain to parent about the support group and share letter of protocol. Parents need to sign to give consent.
3. Class teacher puts child forward to group.
4. Form will be completed by the group and returned to Class teacher.
5. Class teacher arranges meeting with parents and reports back to parent with any appropriate paperwork to be filled.
6. Each Pupil Support Group will review previous referrals and act on new referrals.
7. If a parent is unsure of referral to the Pupil Support Group, then the Inclusion co-coordinator and Parent Support Advisor will arrange to meet with the parent or be part of the meeting with Class teacher.

If you have any questions or queries, please see Inclusion/Interventions Manager (Alison Hill)

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Coordinator (Alison Hill), who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.