



C of E Primary School

## **Inclusion Policy** **February 2011**

### **Philosophies for Inclusion**

Inclusion is an ethos that is meant for the whole school community. We aim to build a community that:

1. Makes everyone, staff, Governors, pupils, parents, prospective pupils, parents and members of the local community alike, feel welcome.
2. Enables pupils to support each other.
3. Encourages staff to collaborate.
4. Encourages all members of its community to treat each other with mutual respect, whatever ability or disability.
5. Fosters a partnership between staff and parents/carers.
6. Enables a close working relationship between staff and Governors.
7. Allows all local communities to be involved in the school.

We also aim to establish the following inclusive values:

1. To have high expectations for all students.
2. For the staff, Governors, pupils and parents/carers to share a philosophy of inclusion.
3. For all pupils to be equally valued irrespective of ethnicity, attainment, age, disability, gender or background.
4. For staff to remove all barriers to learning and participation in school.
5. For the school to discourage all discriminatory practices.

We feel that our School Mission Statement as well as our Teaching and Learning, Discipline, PSHE, Spiritual, Cultural and Moral, Equal Opportunities, Race Equality, Disability Equality Scheme and Special Needs Policies reflect our aims for Inclusion. Inclusion is also reflected within our intentions in delivering the Healthy Schools Agenda..

### **Policies to Achieve Inclusion**

We will work towards reaching these aims by developing, in line with the publications, a 'School for All' and 'Organising Support for Diversity' within our school. We will achieve these by implementing the following inclusive policies:

#### **A School for All**

- 1. Ensuring staff appointments and promotions are fair.**

All posts that become available at the school are advertised within and outside the school. We abide by County Personnel policies when making appointments that

reflect the needs of the school and the children within it and would employ a member of staff irrespective of ethnicity, age, gender or disability if they fulfilled the desired criteria.

## **2. Ensuring all new staff are helped to settle into school.**

As a school on two sites we try to recognise the difficulties that new staff may have into settling into a new job. We give all new members of staff a staff handbook, which outlines the philosophies, organisation and accepted practices within the school. New staff are encouraged to attend INSET/in-service training and be involved in decision-making. Any observations and fresh insights from new members of the team are welcomed.

## **3. Seeking to admit all pupils from the locality of the school.**

Our school prospectus states that all children within the locality of the schools are encouraged to attend the nearest school site. When class sizes allow we welcome children who are staying in the area for a limited time.

## **4. Ensuring the school building is accessible to all people.**

Most areas of the school are accessible to able and disabled children and adults, although there are still areas of development, which have been outlined in our Accessibility Plan. We are committed to making reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled. To this end we have had a lift installed in the new build at the Westcott site to enable access to the first floor.

## **5. Ensuring all pupils new to the school are helped to feel settled.**

All new pupils are offered induction time within the school prior to their start date. Parents/carers are given opportunities to visit the school, meet the staff and become familiar with the school routines. Support and help can be obtained from the EAL<sup>1</sup> unit to ensure that both children and parents for whom English is a second language receive relevant information. Older children are expected to help the new children settle in, especially at break and dinnertimes. Liaison with feeder and transfer schools is encouraged when children are due to enter our school or transfer from it.

## **6. Arranging teaching groups so that all pupils are valued.**

Children are taught according to ability, particularly in Literacy and Numeracy, and work is differentiated to suit their individual needs. Groupings are flexible according to their progress. Other areas of the curriculum lend themselves to friendship grouping to allow for social cohesion.

Every effort is made to minimise the restriction of the wider curriculum for pupils who need additional support in literacy or who are physically or emotionally disabled.

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<sup>1</sup> EAL English as an Additional Language

## **Organising Support for Diversity**

### **1. Planning staff development activities help staff to respond to student diversity.**

We plan staff development activities that support staff in working together effectively together in classrooms. Class teachers share their planning with classroom assistants and observations made by the classroom assistants are fed back to the teachers enabling them to plan for diversity. Teachers and classroom assistants use technology to support learning and record work undertaken by the children.

Staff are aware of the need for children to be actively involved in tasks and share ways of motivating children who find it difficult to concentrate or who are easily distracted. Training with the Educational Psychology Service and Behaviour Support Services are arranged when issues in motivating children arise i.e. gender issues, EBD children with Emotional and Behavioural Difficulties.

All staff are given our Behaviour Policy so that any behavioural issues and bullying are dealt with in a consistent manner.

Training would also be sought in ensuring a disabled child was given the correct support and resources to enable them to access the curriculum.

All staff are given our Race Equality Policy and Disability Discrimination Action Plan so that any discrimination can also be dealt with in a consistent manner.

Staff and Governors take responsibility for assessing their own learning needs. Collaboration across the two sites, with local schools and through the Dorking Schools Partnership Group helps provide training as and when it is needed.

### **2. All forms of support are co-ordinated.**

There are cohesive Policies (SEN, Child Protection, Discipline, Race Equality and Disability Equality Scheme) in place which are clear to all those within the school as well as those who support learning from outside the school. The support offered to the pupils is designed to increase their independence from it. Any support given has a high status within the school and is co-ordinated by the Head Teacher, although all members of relevant staff actively participate in providing and overseeing the programme of support, specific to one of their pupils.

### **3. The Special Needs Policy is an Inclusion Policy.**

We try to minimise the categorisation of pupils as having special needs, although we are very careful to monitor children who we consider to be 'at risk' of not reaching their potential at either end of the learning spectrum. We realise and appreciate children's individuality and try to remove the barriers that may affect their learning and give the support they need to try to ensure they receive their entitlement.

Details of our Special Needs Policy are printed in our prospectus and parents of children who are giving the teachers any cause for concern are consulted and informed of the way forward in ensuring the children are given the support they

require. In some cases there may be the need to proceed with formal assessment procedures.

It will always be our intention to increase learning and participation in order to minimise exclusion.

#### **4. The Code of Practice is used to reduce the barriers to learning and participation of all students.**

The operation of the Code of Practice is integrated into our Inclusion Policy and is used primarily for providing support for children identified as having Special Educational Needs.

External support services contribute to the planning of teaching .staff consult with them regularly when preparing educational plans for identified children to enable them to access the common curriculum.

When preparing Individual Educational Plans we try to ensure we build on what the children can do and make the targets SMARTattainable to ensure success for the pupil.

Statements of Special Educational Need are also built on the strengths of the children and specify the changes and support that may be needed in the teaching and learning arrangements to ensure the school curriculum is accessed.

#### **5. Support for those learning English as an additional language is co-ordinated with learning support.**

The staff take full responsibility for any children in school for whom English is a second language and provide learning experiences that would aim to reduce the barriers to their learning. Support from the County 'Ethnic and Language Minority Support' (ELMS) would be sought, especially with developing relationships with non-English speaking parents. Children with English as a second language are not considered to be SEN children unless their learning is not progressing as expected and then our SEN procedures would be set into motion.

#### **6. Pastoral and behaviour support policies are linked to curriculum development and learning support policies.**

All pastoral and behaviour policies aim to reflect the caring atmosphere of the school. Increasing the learning and participation of pupils is the primary aim of all staff and difficulties with behaviour are related to improving classroom and playground experiences. Many children with behavioural difficulties have low self-esteem and strategies are put in place to help raise the pupils' self-worth. Parents/carers are consulted to help overcome behavioural problems and the children are asked what they consider to be acceptable behaviour and what suitable sanctions could be put into place to enable appropriate learning to take place.

The school, by developing close links with the carers and the outside support services that are involved in their welfare supports 'Looked After children'.

Careful monitoring of achievement within the school takes place and consideration is given to the attainments of boys girls, ethnic groups, , ability and disability. This monitoring enables us to ensure ensure that the planned learning experiences within the school take account of all preferred styles of learning and cultures of the pupils within it.

#### **7. Pressures for disciplinary exclusion are decreased.**

If a child misbehaves all steps would be taken to reduce the need for exclusion, unless the child was a danger to him/herself or to the other children and staff or he/she completely disrupts the educational provision within the school. All relevant support would be sought and clear records would be kept on the steps taken before any form of exclusion was enforced. The Governing Body exclusion panel would be consulted as soon as there appeared to be a problem and County and Government Guidelines for Exclusion would be adhered to.

#### **8. Barriers to attendance are reduced.**

Close contact with parents/carers enables the school to informally check on persistent absences and a written reason for absence is requested.

Extended leave for a child can be requested through the Chair of Governors and where possible, teachers provide educational activities to ensure the continuity of the curriculum.

#### **9. Bullying and race and disability discrimination is minimised.**

All personnel connected to the school have a shared view of bullying and understand that it can be to do with emotional hurt as well as physical assault. There are clear guidelines on acceptable behaviour and the steps that should be taken if bullying is seen to be occurring in any form, including the need to keep records of any incidents that have occurred. This also applies to race and disability discrimination.

Children are aware of who they should turn to if they experience bullying or discrimination and they are encouraged to take part in circle times and discussions on how to minimise these.

#### **10. Disapplication and modification**

- a) The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in very exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources
- b) In very exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We

would ensure that every effort had been made to provide the necessary support from within the school's resources or from the resources delegated via the statement of special educational needs (if applicable) before considering such action

- c) Should we go ahead with modification or disapplication, we would do so through:-
- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it through a statement of special educational needs
  - Section 356 of the Education Act 1996. This allow the temporary modification or disapplication of the National Curriculum, or elements of it

### **Inclusive Practices**

By orchestrating the teaching and learning within the school in the following ways we aim to develop the inclusive practices that take place.

Inclusion is present when:

1. The planning of lessons allows for the diversity shown by the children within the classes.
2. Planning ensures all lessons are accessible to all children whatever their ability or disability.
3. Lessons allow children to develop reflective skills and explore views, which are different to their own.
4. Children are actively involved in their own learning, drawing from the skills and knowledge they have already acquired, and assessing their own achievement.
5. Children are encouraged to collaborate and develop skills in working in groups.
6. Assessment of children's work is both formative and summative and feedback indicates recognition of achievement as well as providing targets for where to go next.
7. Classroom discipline is based on mutual respect.
8. Teachers plan and review in partnership to ensure progression.
9. Teachers are concerned with the learning and participation of all pupils.
10. Learning support assistants are concerned in all aspects of the teaching and learning that takes place within the classroom within the parameters of their negotiated job descriptions.
11. Homework is linked to the learning that is taking place within the class, either consolidating or extending the child's knowledge.
12. All children are offered the opportunity to participate in activities outside the classroom, whatever their ability or disability.
13. School resources are distributed fairly and all staff are involved in the choice of and the provision of suitable resources for curriculum development.
14. Resources and expertise within the community is used when appropriate.
15. Staff expertise is fully utilised and all staff are encouraged to develop their own skills and learning as a part of Performance Management.

16. Pupils are given the opportunity to provide resources and tell the class of their relevant experiences to tasks being undertaken.

### **Monitoring and Review**

This Inclusion Policy will be monitored and reviewed as outlined in the School Development Plan, unless County or DFE initiatives necessitate it to be done earlier.

Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.