

Clarice Cliff Primary School

INCLUSION POLICY

"All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with Special Educational Needs (SEN) and all schools should play their part in educating children from their local community, whatever their background or ability. We must reflect this in the way we train our teachers, in the way we fund our schools, and in the way we judge our achievements"

*"DfES - Raising barriers to achievement - The Government's Strategy for SEN"
(2004)*

Introduction

The school promotes an inclusive learning environment of high achievement and actively encourages a culture of life long learning by working with the whole school community as outlined in our School Aims and in accordance with Stoke-on-Trent LEA's commitment to inclusive learning through:

- ❖ Everyone in the school community having a chance to have their say
- ❖ To ensure that all members of the school community receive the essential service that they need
- ❖ To ensure that everyone is treated with respect and they are valued regardless of age, sex, ethnicity or personal abilities
- ❖ To breakdown any barriers that can make people feel left out or undervalued

Definition of Educational Inclusion

Educational Inclusion can be seen as the following aspects identified by the Centre for Inclusive Education (2000):

1. An Inclusive Culture

The foundation for the highest achievements for all pupils results from the creation of a secure, accepting, collaborating, stimulating community in which everyone is valued. It is concerned with develop inclusive values, shared between all staff, pupils, governors and parents / carers that are conveyed to all members of the school. The principles, derived within inclusive school cultures guide decisions about policies and practice so that the learning of all is supported through a continuous process of school development.

2. Inclusive school policies

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Inclusion is at the heart of school development reflected in all school policies so that the learning and participation of all pupils is increased. Support is directly related to pupil diversity and the main decisions are made in response to pupil need rather than school or LEA administrative structures.

3. Inclusive Practices

The practices within the school must reflect the inclusive cultures and policies of the school. All classroom and out of school activities encourage the participation of all pupils. Teachers and support staff work as a team to ensure that any barriers to learning are removed resulting in the participation of all pupils using resources within school and the local community.

Statement of Principle

At Grafton Primary we consider that:-

- ❖ All member of the school community have a responsibility to promote inclusive practices
- ❖ We have a commitment to the provision of high quality teaching and learning experiences for all children resulting in high standards of achievement in all aspects of learning. This will be achieved through the removal of barriers to learning; widening participation in learning and ensuring that appropriate provision is made for all pupils, for example pupils with specific learning difficulties
- ❖ We wish to ensure that all learners receive equality of value through support for individual learning needs and being taught in a manner that addresses different learning styles
- ❖ We recognise difference and diversity within the school and adopt a proactive approach to ensure that vulnerable and marginalised individuals, families and communities are supported
- ❖ Resources are allocated to ensure all members of the school community are effectively supported

Legal Framework

This policy is in accordance with the following laws and guidelines: -

- ❖ DfEE Circular 10/99 Social Inclusion: Pupil support
- ❖ DfEE Action Programme for SEN 1998
- ❖ Special Educational Needs and Disability Act 2001
- ❖ The DfES SEN Code of Practice 2001
- ❖ DfES Inclusive Schooling: Children with SEN 2001

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- ❖ DfES Including All Children in the Literacy Hour and Daily Mathematics Lesson 2002
- ❖ Race Relations Amendment Act 2000
- ❖ DfES Removing Barriers to Achievement - The Government's Strategy for SEN 2004

Related School Policies

All school policies are updated on a rolling programme and reference to Inclusion is included. The School Aims also reflect the school's commitment to inclusive practices. Copies of all school policies are situated in the office and updated policies are also to be found on the school's website.

Development of Inclusive Practices

All staff and governors within the school are responsible for ensuring inclusive practices within school. The Headteacher takes the lead role in ensuring that pupils, parents and outside agencies are involved fully in this process.

In-school action to support inclusion

The Teaching and Learning Policy, together with curriculum policies, identify practices to ensure that each child receives learning experiences differentiated to their ability and also reflects their individual learning style. The school's commitment to the development of Emotional Intelligence within all members of the school community ensures that the classroom climate is conducive to learning for all pupils. Monitoring is carried out on a rolling programme to the criteria outlined in the School Development Plan. A creative approach to learning ensures that pupils with differing learning styles can access the curriculum and that assessments reflect achievement and also future learning needs. The school has reward systems in place.

Pastoral Support and Pupils Views

Through teaching emotional intelligence competencies, circle time and PSHCE we aim to develop high levels of self esteem within pupils, and positive images of themselves as learners and members of the community. Individual education Plans are reviewed on a termly basis, or more frequently if necessary, with the SENCO, class teachers, parents and pupils. The school has a school council which is made up of pupils from KS1 and 2 which meet regularly to discuss their views and issues about the school.

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Staff recruitment and continuing professional development

The school is assessed to be a learning community according to the Investors of People Standard (January 2004) and continuing Professional Development of all staff is a high priority within the school. The School Development Plan outlines the training priorities of the school for the coming year after consultation with all staff, governors and pupils.

Management of the Inclusion Policy Including Evaluation and Review

The Inclusion Policy will be reviewed on an annual basis with a full audit using the LEA's Inclusion Indicators. Success indicators of the Inclusion Policy will include data relating to attendance, exclusions, questionnaires and pupil achievement. Information gained will then be used to identify priorities for the future as outlined in the School Development Plan.

Partnership with parents / carers

The partnership with parents is high priority within school and the Headteacher operates an 'open door' policy. Parents may speak to class teachers on a daily basis between 8.45am and 9.00am and appointments made if there are aspects that parents wish to discuss in private. IEP's are reviewed regularly with parents and their views are recorded on the review form. Statements are reviewed on an annual basis in accordance with the Code of Practice guidelines. Information is made available to parents by word of mouth, the school prospectus, the school website, workshops, newsletters, parent's notice board, parent's evenings and parents meetings.

Links with other schools

The school works closely with other schools in our cluster group through the Network Learning community. Master classes for more able pupils are organised in the areas of Science, ICT etc. Also resources are pooled together and areas of expertise.

Links with external agencies

The school recognises the importance of the support outside agencies can provide and, as the needs of individual children are identified, contact is made with the relevant agencies including SENSS, Educational Psychology Service, Speech and Language, Health and Social Services. The Head and SENCO are also members of the Children's Network. This group meet every half term to discuss individual pupil needs and to swap information. In addition to the Head and SENCO, the group includes the local health

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visitor, school nurse, education welfare officer, parenting practitioner and a representative from the mental health service.

Access to the environment

The School Development Plan, together with the Accessibility Plan, identifies structural changes to the buildings and grounds necessary for an environment that is inclusive for all. Children with specific needs will be allowed equal opportunities to participate in out of school activities and educational activities in accordance with the Educational Visits Policy.

Access to the curriculum

The aims of the school identify the school's belief that all children have the right to a broad and balanced curriculum differentiated to their needs. Skills and attitudes are developed in an environment where success is celebrated and failure is dealt with in positive way in order to enable children to develop further and become emotionally intelligent members of our community.

Teachers work as a team to ensure continuity and progression through meetings after school, including staff meetings, and INSET days.

Financial arrangements

The School Development Plan identifies additional support for children with SEN and exceptionally able children. Outcomes and provision, together with objectives and financial costings are included in the SDP. Standards of achievement are closely monitored through individual tracking procedures for pupils. The Governors Annual Report to Parents includes a breakdown of spending and parents are invited to question governors concerning this aspect.

October 2004

Review date: October 2005