



Inclusion Policy

Drafted By:	Megan Auchere
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Guiding Principles

At Winsor Primary School we believe every child has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides. We value the individuality of all children, and the families that they come from. We are committed to giving all of our children every opportunity to achieve the highest of standards including those with diverse needs.

We offer a broad, balanced and flexible academic and social curriculum, which is accessible to them and ensures that they are fully included in all aspects of school life. We have the highest expectations of all children. We plan our curriculum to extend our children's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of our society, and not just our group. We encourage children to explore in a positive way the differences and diversity of people. We actively seek to combat all forms of discrimination and prejudice.

This policy should be read in conjunction with the school's SEN Information Report and Newham's Local Offer.

Aims and Objectives

We pay particular attention to the provision for, and the achievement of, a range of learners. All staff have a responsibility to promote inclusion in the following ways:

- To continue to raise staff awareness of inclusion via ongoing staff development.
- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils and to include pupils in all aspects of school life regardless of need.
- To create a nurturing environment so that children feel safe, secure and able to achieve to their highest ability, maximising the learning potential of all pupils and to raise attainment for all.
- To provide a range of teaching styles to accommodate the different learning styles of all children and to ensure that resources are matched to their need.
- To equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community and to celebrate the progress and achievements that all members of the community make.
- To involve pupils and parents in planning and any decision making that affects them and their family and to work together with all partners in the education of the child.

Educational inclusion is about equal opportunities for all children whatever their age, gender, ethnicity, attainment or background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within a school. We pay particular attention to the provision for and the achievement of a range of learners:-

- Gender
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an Additional Language (EAL)
- Children with Special Educational Needs and Disability
- Gifted and talented children
- Children in care (LAC) of the local authority
- Other vulnerable groups, e.g. young carers
- Any children who are at risk of exclusion

Teaching staff are involved in the identification of pupils on the school's SEN register and the criteria for eligibility. The Inclusion Manager is responsible for collating this information.

Looked After Children: Winsor Primary School recognises that Children in Care have an entitlement to extra support.

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender, religion or background.

We value the importance of effective induction procedures with pre-school visits, parents' meetings and review of previous records. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Every effort will be made to support and provide resources to a child who has Special Educational Needs.

Teaching and Learning

Curriculum

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:-

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid alienation and disaffection.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work teachers take into account the abilities of all children. For some children we use the programmes of study from different year groups or reduce/extend the breadth of work within a topic.

Teachers ensure that 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
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully regardless of need

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Objectives

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Curriculum Planning

The curriculum should be appropriate, accessible, differentiated and fully inclusive. In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The Foundation Stage

Every child deserves the best possible start in life and the support that allows them to fulfil their potential. Children develop quickly in the early years and a child's experiences have a major impact on their future life chances. The Early

Years Foundation Stage framework is in place and sets the standards to ensure that children learn and develop well and are kept safe and happy. Teaching and learning ensures that the children receive a broad range of knowledge and skills to promote children's 'school readiness' and provide the right foundation for good future progress through school and life. Learning and development opportunities are planned around the needs and interests of each individual child and are assessed and reviewed regularly against the Early Learning Goals/outcomes.

Monitoring and Review of Policy

This policy remains under constant review and will be formally reviewed every three years.

Role of the Governing Body

The school's governors have statutory responsibilities outlined in the Special Needs code of Practice. They are responsible for providing a named Governor responsible for SEN and Gifted and Talented provision. They are required to report annually on the fulfilment of the school's Inclusion Policy.

The school Governing Body have appointed Mrs Kumar as Link Governor for this subject.

The Link Governor will work with the Inclusion Manager to improve standards and provision in inclusion at Winsor Primary School.

Behaviour - procedures and practices are outlined in the Behaviour Policy.

Anti-bullying - procedures and practices are outlined in the Anti-Bullying Policy.

Gifted and talented - procedures and practices are outlined in the Gifted and Talented Policy.

APPENDIX

SEN

Identification / Assessment

Pupils with a special educational need are identified by the class teacher. When extra support within the class setting does not have any impact upon progress, an initial concern form is completed. The Inclusion Manager will carry out additional assessment alongside class based assessment information.

Assessment Used

100/200 common words for reading and spelling

Wave 3 base line assessment for reading

Reading recovery baseline assessment

Phonic assessments for reading and spelling

Running record

Speech and Language assessment

Maths tests

Handwriting assessment

Observations

Reading level

QCA

Spelling Made Easy

RM Maths

End of term assessment

PUMA

PIRA

Support/Interventions

All pupils identified as having SEN are placed on the SEN register at SEN support. Class targets are set and additional intervention is put in place to support the pupil.

As part of the review process, the Inclusion Manager and class teacher, in consultation with the parents/carers may conclude that despite receiving concentrated intervention for a considerable period insignificant progress has been made. If a pupil is identified as not making significant progress following these interventions, a referral may be made for advice/support from an outside agency where appropriate. The Inclusion Manager will gather and produce evidence and data. A review meeting will take place to decide whether the pupil meets the criteria to move to SEN Support. Once the pupil has moved to SEN support a Support Plan will be put in place. The children will receive additional

support. Specific programmes and extra provision are put in place to meet their additional needs.

Pupils can also be moved to SEN support if they are receiving intervention programmes from other outside agencies. For example a pupil attending speech therapy that has a language programme.

When a pupil is moved to SEN Support they will receive support/advice from specialist services depending on their need, i.e. education psychologist, occupational therapist, speech therapist, Behaviour Support Service, Complex Needs and Dyslexia Service. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessments or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress. The Support Plan is shared with the pupil and the parent. The parent will receive feedback on their child's progress against the targets from the class teacher at parent evenings. If progress against the targets is not being made then a meeting will be arranged sooner.

Monitoring/Measuring Progress

Assessment will be carried out on a regular basis by the class teacher, recorded regularly using the school's assessment procedures. Regular pupil progress meetings will be held with the class teacher, Inclusion Manager and Assessment Co-ordinator. Assessment and test information will be monitored and targets reviewed. The Inclusion Manager and Assessment Co-ordinator will look at the half termly assessment and make adjustments to the provision for the child, if appropriate.

Support Plan reviews are held with the parent at parents' evening by the class teacher. The SENCO, Learning Mentor and or the Inclusion manager may attend. The pupils share in the success they have made on their Support Plan, and they comment on their own progress. The parent is also invited to make a comment. The Inclusion manager will arrange annual reviews for the High Block Funding and Statemented pupils. The meeting is chaired by the Inclusion manager. The purpose of the meeting is to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made to the provision, or to the Statement, or to the funding arrangements for the child. Parents are invited into school to review the Support Plan with the Inclusion Manager and class teacher. The pupil is usually present at these reviews. The LA monitors the support, provision, assessments and outcomes.

The Inclusion Manager and SENCO monitor the delivery of programmes and targets to ensure that the pupils are working on their targets and that good quality interventions and strategies are taking place.

The School's Arrangements for SEN and Inclusion In-Service Training

The SENCO and Inclusion Manager attend regular SEN network meetings and SEND courses to update and revise developments in Special Education and Inclusion.

Meeting additional needs and inclusion issues are targeted each year through the School Improvement Plan. In-Service training and individual professional development is arranged and matched to these targets.

In-house additional needs and inclusion training is provided through staff meetings by the school staff inclusion team.

All staff have access to professional development opportunities for additional needs or inclusion training where a need is identified either at an individual pupil or class level.

The Inclusion Manager reports to the Governing Body on a termly basis. The report outlines the progress of whole school developments in relation to inclusion and ensures that the governors are kept up to date with any legislative or local policy change.

Special Facilities

The school has been designed with access for those with disabilities at both main entrances and disabled toilet facilities are in both phases of the school. The school's Accessibility Policy detail future plans to improve access to the curriculum, information and the environment.

EAL

Identification/Assessment

EAL pupils identified as having a need will be taken from the registration form completed at intake and the induction meeting held with the Head Teacher or Deputy Head Teacher. Records from other schools for pupils who join at different times are examined for need, and contact with the other school will take place if required. All new pupils then follow the school's Mid Phase Admissions Policy.

Support and Interventions

Learning is supported through:-

- Collaborative activities that require interaction to complete
- Access to good models of English usage
- Opportunities for speaking and listening
- Mixed ability grouping should be provided at every opportunity

The school recognises that the progress to proficiency in English can take up to 10 years. Children who are at the early stage of learning English have the right to silence.

Assessment

The Languages Co-ordinator annually assesses pupils' proficiency in English using the QCA document 'A Language in Common'. Pupils who arrive during the year are assessed as soon as is practical.

Home Languages

Work produced in a pupil's home language is given high status. Home languages are included in notices, signs and displays around the school. There is a language focus each term (Love your Language).

'Welcome' booklets are available in a range of languages.

The use of staff languages is used for translation and is a good resource for breaking down barriers of different languages.

Curriculum

Throughout the school there should be an awareness of the needs of bilingual pupils which is reflected in the materials and resources used to support the curriculum.

Each class has an EAL/EMA resources folder which contains photocopiable materials, practical ideas and strategies.

The use of dual text books should be encouraged as should materials that promote speaking and listening through collaborative activities.

Staff Development

The Language Co-ordinator attends courses covering a wide range of issues from an EAL/EMA perspective.

Where possible the Language Co-ordinator will contribute to staff meetings and INSET in the area of first and second language development, and will disseminate good practice relating to the acquisition of English to mainstream teachers.