

Ss Alban & Stephen RC Infant & Nursery School

Inclusion Policy

Ss Alban & Stephen RC Infant & Nursery School Inclusion Policy

1. Introduction

This Inclusion Policy has been drawn up and approved by the staff and governors of SS Alban & Stephen Infant School and pays regard to the Revised SEN & Disability Act 2001 and the COP for SEND 2014

1.1 SS Alban & Stephen Infant School is a Roman Catholic school having as its mission statement 'Building God's Community of Love and Learning'. Part one of the mission statement celebrates the fact that all children 'understand their unique identity as children of God'. We therefore recognise the right of all children to have access to a broad, balanced, relevant and challenging curriculum.

1.2 Definition of Inclusion (see also Admissions & SEN Policies)

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 pupils, or adults connected to the school, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

2. Aims (see also SEN Policy)

- In line with our mission statement, the staff and governors recognise the entitlement of all children to have access to the National Curriculum.
- We aim to provide equality of opportunity regardless of race, ability, gender or special needs, without discrimination or prejudice.
- We recognise, value and celebrate all pupils' achievements and ensure that they have access to an appropriately differentiated curriculum.
- The school aims to give support to all staff, governors and parents in issues regarding inclusion.
- The school aims to work in partnership with parents/carers/pupils.
- We aim to identify barriers to learning and participation, and work to provide opportunities to include all members of the school community.

3. School Organisation for Inclusion (see also SEN & Teaching & Learning policies, SEN Provision Mapping, G & T and Racial Equality policies and Disability Scheme)

3.1 The school SENCO is the INCO and shares responsibility for inclusion with the Headteacher and Governing Body.

3.2 There is no special unit or particular SEN specialism, but we strive to include all pupils in all aspects of school life and to ensure that they make good progress. We will always seek advice from outside specialists when necessary.

3.3 Physical access to the school is available through a series of ramps and slopes. The school will always make arrangements to ensure that all staff/pupils/parents/visitors have access to the school and are included in all aspects of school life. There is a shower and two toilets available for adults/children with physical disabilities. All classrooms and the hall have been fitted with sound field systems which support those with hearing loss.

- 3.4** The school strives to be a 'Dyslexia Friendly School' and has regular contact with Windermere SpLD base.
- 3.5** The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for literacy, numeracy and science. All teachers ensure that a variety of teaching and learning styles are used to include all children in the learning process. All children are given opportunities to work in a variety of learning situations – individual, pairs, small and large groups, both in and out of the classroom. All teachers are responsible for meeting the needs of all pupils in their class.
- 3.6** Additional support is available in all classes provided by TAs and LSAs. This support is directed by the classroom teacher, SENCO/INCO and Headteacher. It may be targeted towards SEN or high achieving Gifted & Talented groups as appropriate. It may also be used to help individual children requiring specialist programmes of work. Provision is made for children who are identified as needing Wave 2 or Wave 3 support.
- 3.7** The school has a number of children with EAL and has had children from the travelling community in the past. It will use specialist support for children with EAL and from the Travellers' Education Service.

Where possible, bilingual classroom assistants will work with children with EAL to ensure inclusion.

- 3.8** After school activities are available for all children e.g. Languages, art club, tennis, cross country, multiskills, cricket, gymnastics and country dancing. Where necessary, the school will provide extra support to enable children with SEN to attend.

3.9 The Role of the INCO

- Monitor the Inclusion Policy and report to Headteacher and governors.
- Identify possible barriers to inclusion and provide staff with appropriate strategies.
- Share inclusion expertise and support the professional development of all staff.
- Purchase appropriate resources when necessary.
- Monitor pupil progress.
- Liaise with pre-school and Junior school provision as children transfer NC stages.
- Coordinate/liaise with outside specialist provision.
- Track the progress of vulnerable children.

4. Outside Agencies & External Support

The school will seek additional external specialist advice and support from the LA's various services listed in the 'Local Offer', the Ethnic Minority Achievement Service and the Travellers' Education Service. Specialist teachers from these services provide intervention in the form of staff training, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress. The school also has access to an Attendance Improvement Officer and the educational psychologist.

The latter is able to provide advice and guidance on issues related to curriculum provision and gifted and talented pupils, as well as assisting with the identification and assessment of pupils' individual needs.

The school will seek advice on early years' provision from the Early Years Advisor.

The school will also endeavour to use the services of voluntary organisations where appropriate.

5. Assessment Procedures

All children deserve to 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/ages and stages, the P scales for pupils with learning difficulties, and the National Curriculum levels of attainment, including exceptional performance for gifted and talented pupils. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, the whole school annually moderate and standardise samples of pupils' work and achievements across the curriculum. Teachers also moderate termly with their year group partners.

Foundation Stage staff attend county moderation meetings to validate scores on the FS Profiles. Year 1 and FS stage teachers moderate across the Key Stage transition.

In addition, Year 2 teachers will attend annual county moderation sessions with Year 3 teachers to ensure accuracy of NC assessments.

Under-achievement is identified as early as possible through teacher referral and additional assessment using baseline tests. Pupils are set individual challenging targets which address the area of under-achievement. Pupil progress is monitored and reviewed termly.

The school's reward system of stickers and certificates of achievement for outstanding work and performance, effort and improved behaviour contribute to raising pupil self-esteem and motivation. For those children with E, S &MH, the Emotional and Behavioural Development scales are used to record and monitor pupils' progress in relation to improving their behaviour in school.

Where necessary, provision will be made for vulnerable children to receive extra support from staff trained on 'Protective Behaviour' courses, counselling and mentoring.

6. Professional Development

The Headteacher and INCO oversee the professional development of all teaching staff and support assistants. Staff is 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 in other schools.

7. 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 educational process. All parents are welcome to contact the INCO if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress by attending school consultation evenings. Parent workshops are organised with focus on a variety of aspects: reading, maths, SATs.

Parents' views on school issues are regularly sought through annual 'Parent Questionnaires' using the OFSTED format. An extended questionnaire is conducted bi-annually. A parent working group has also been meeting with the Inco and shadowing SENCO to develop parent-friendly strategies within the school (see SEN Policy 2014)

Half-termly curriculum newsletters for each year group, outlining the work to be covered in each curriculum area, are available on the 'School Web-Site', as is information on SEN.

8. Evaluating the Inclusion Policy

The Inclusion Policy is reviewed annually. 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 pupils in judging 'value added' factors; and
- The comments from the parent questionnaire sent out at the time of the Governors' Annual General Meeting.
- Raise OnLine and Assessment Manager 7 can be used to track the progress of all groups of children, e.g. SEN and minority groups.
- In the light of the findings the policy is revised and amended accordingly.

Signed:

Date: March 2016