



Inclusion Policy

Written by: Personal Committee

Ratified: Autumn 2016

To be reviewed: Annually

Next Review: Autumn 2017

St Margaret's CE Primary Inclusion Policy.

St Margaret's is a school that is committed to working with the community. We strive to admit children whose parents are committed to the Parish and the local community. All children have the right to learn together and play together. This develops understanding and mutual respect for difference. Each child is valued as an individual and will be offered all the opportunities that the school has to offer, academically and socially, and where necessary enhanced provision including additional support.

The statement below, (as recommended to Governing Bodies of Church of England schools) will be incorporated into our school prospectus following further discussion and approval by governors in June 2007.

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.'

St Margaret's Primary is committed to inclusion and its importance in helping children develop relationships and prepare for adult life in the community. This is reflected throughout the ethos of the school: its systems and structures; appropriate consideration in terms of building modifications; the deployment of support staff and the professional development of teaching and support staff. It is important that all staff and governors show commitment to inclusion, which is at the heart of equal opportunities.

This policy is one of the umbrella policies, which covers and is inseparably linked to very other school policy, especially those for equal opportunities and special educational needs.

Principles and Objectives.

- To welcome children into our school and value different experiences and strengths they bring.
- To value all children as active learners who will be taught and supported where necessary according to their individual needs.
- To respond to the needs of every child, providing for each one as an integral part of teaching and learning within the school.
- To enable pupils to access the curriculum and the life of the school, with regard for cultural and social background, emotional, behavioural and academic needs and physical and learning abilities.
- To accept every pupil into a positive school environment where challenging learning experiences are planned and provided.

- To provide good role models of positive relationships among all the adults within the school that will facilitate all pupils in building and maintaining effective relationships with their peers and adults.
- To develop the perception of inclusion as a process and one that will involve the whole school- pupils, parents and carers, staff, governors and the local community. To foster the understanding that educational inclusion 'is more than a concern about any one group of pupils'. It is about equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background.
- To locate inclusive practice at the centre of all initiatives and professional development in the school.

Leadership and Management.

The co-ordinator for Special Educational Needs (SENCO)

Mrs Fallowfield , as the SENCO , is responsible for co-ordinating the school's provision for pupils with special educational needs (SEN) and ensuring that staff are aware of their responsibilities to include all pupils within the school and are delegated to do so.

The SENCO's role is also to keep inclusive practice continually on the agenda from classroom to management level, to co-ordinate provision for children who have SEN and to keep an SEN register. She also manages resources and takes a role in managing behaviour.

Co-ordinating Support.

The school follows the roles as laid down in the Code of Practice. These are one link governor for SEN, which is Lyn Bell. The strategic planning for SEN is based on: DFEE requirements, the LEA's development plan and the school Improvement Plan. Support for children in school is organised according to various criteria and is organised as follows.

- Mrs Fallowfield SENCO. Mrs Fallowfield co-ordinates and manages all support staff and monitors the support of the statemented children. This involves liaising with Learning Support Services (LSS).
- Various classroom assistants work with EMAG pupils either within or outside the classroom. Identified children for support comply with recommendations given by LA in terms of prioritising focus.

Evaluating the policy.

School policies have just been reviewed and up dated and all policies have an awareness and statement on inclusive practice. From April 2007 all teachers will have inclusion and ensuring inclusive practice as part of their job descriptions. Governors have discussed the implications and importance of monitoring inclusive practices and the new link curriculum governors will explore inclusion issues within the curriculum

area for which they have responsibility. In addition the policy will be evaluated through;

- Consultation with staff, parents and governors.
- Admissions
- Improving standards for all pupils
- Annual Review procedures
- Scrutinising , SATs , QCA unit test results
- Incorporating OFSTED recommendations.
- Inclusion Class Statements.

Dealing with complaints.

Pupils may make complaints about school provision to their school council representative, class teacher or Head teacher. Each incident will be taken seriously and every attempt made to resolve the issue to the pupil's satisfaction. Parental complaints should be addressed to the class teacher initially and then to Head Teacher. The Head Teacher will investigate fully and ensure that all issues are documented accurately. Should the problem not be resolved at this level, parents can refer their complaint to the Governing body and finally to the DBS/LA.

Allocation of resources.

There is a SEN budget which is reviewed each year. The allocation of resources in the school is designed to develop and promote inclusion across the whole school providing funding for resources- both people, materials, development and training. The refurbishment of the premises always considers the needs of the children and the community we serve.

Identification and Assessment Procedures.

On arrival in school assessments will have been made by the FS1 and early years staff will ensure that baseline assessments and the implementation of our assessment policy support the identification of need process. The assessment process records achievements of children and highlights any potential concerns.

Throughout their schooling pupil's individual needs continue to be assessed, targeted, monitored, evaluated and discussed with parents on a regular basis through statutory, curriculum and teacher assessment. The staged approach recommended by the Code of Practice is used to track children when necessary and give additional focus where support is provided. Where required, additional resources are given from within the school or by recourse to the process of statutory assessment.

All class teachers have a statement incorporated into their class files regarding inclusion issues within the individual classes. This maintains focus and awareness for teachers. A copy of these will be given to governors to keep them informed and aware when making decisions regarding the school.

Access to the Curriculum.

Each child's situation needs to be considered individually. No child will have SEN across every learning experience or curriculum area. Teachers are aware that every lesson counts and that high expectations promote pupil achievement. Good planning

and appropriate differentiated and well resourced activities, clear routines, well managed pupils and well organised classrooms are the key elements for the access for all pupils and their provision is monitored regularly by Key Stage co-ordinators, curriculum co-ordinators and leadership team.

In ensuring access to a broad and balanced National Curriculum through well structured and well resources planning of the curriculum, teachers plan for the inclusion of each and every pupil, making use of schemes of work at appropriate levels, QCA documents, small step targets and IEPs.

High priority is also given to the development of basic life skills through the PSHE scheme of work.

Homework is provided on a regular basis to develop study skills.

Arrangements for Inclusion.

Only the ground floor reception class entrance, the reception hall entrance and KS1 are accessible for persons having reduced mobility. Further provision is being examined and possible sources of funding are being investigated. Social events, displays, assemblies or whole school participation take place in the hall whenever possible

Pupils who are targeted for specific skills teaching are taught through flexible grouping and time is set aside for consolidation of skills via overlearning. Initiatives such as ELS, Boosters at Yr 6,5,4 are all considered in this timing allocation.

Where necessary individuals are allocated additional support to enable access to assemblies, mealtimes, playtimes, visits and school clubs ensuring that the school is a supportive and safe place to learn.

After school clubs are provided to extend the curriculum and these are chosen on a termly basis. All Key Stage 2 are encouraged and have the opportunity to attend. No child is excluded from attending these clubs.

Admission Arrangements. Attendance/discipline and exclusion.

ST Margaret's admission arrangements are designed to identify the child's needs as quickly as possible. Liaison with playgroups and home visits ensures children start school with a consistent and effective support programme in place.

Facilities and Equipment.

St Margaret's is an unusual building built in two stages. The second stage to transform the school into a two form entry school was built in 1994.

There is one SEN room in KS1 and resources are stored in this area by support staff.

An additional area has been developed for group work. This area is known as the 'study' and has been decorated to make it a stimulating place to work. ie with ICT equipment, visualiser etc.

Using Outside Resources.

The school actively seeks out community links and links with outside agencies that offer support, additional advice, support and resourcing to schools that will support the children's education and facilitate inclusion.

The Role of Parents.

Parents and Carers are welcome in school both informally and on a more formal occasion. Every opportunity is used to the full to encourage and develop a partnership approach to their children's education. The school is committed to working in partnership with parents and recognises and values the supporting role of parents and carers in building and maintaining a positive educational environment and in building inclusion.

Each parent is asked to sign the home/school agreement which can be kept for reference. In addition their support and attendance at social events is invaluable eg discos ,fairs, coffee events. Parents make a valuable contribution to the life of the school through helping in class, concerts and contributing to appeals and special events. Parents individual need are recognised and supported where possible by the school eg translators etc.

The school ensures that parents are kept informed through regular and straightforward communications ;

- St Margaret's weekly newsletter.(Friday)
- PTA(half termly)
- Parents evenings (once a term)
- Curriculum evenings
- Induction meetings
- Annual reports
- Termly class newsletters
- Head teachers Termly Letter.
- SEN meetings (once a term)
- Posters
- Governor reports.
- Coffee events with the Head Teacher.

In return parents report to the school informally or through PFA, parent evenings, coffee events and responses to questionnaires.

Parents are encouraged to support pupil achievement through encouraging good behaviour, monitoring homework and ensuring punctuality and high attendance.

Links with other Schools.

Every classroom is linked to the Internet and computers are linked back to the main computer suite. Primary school links are established to facilitate pupil transfers, staff development and to share expertise and training opportunities. Transfer arrangements for pupils approaching secondary age include a Yr6'taster'day and an induction package for those with SEN. Representatives from secondary school visit St

Margaret's Assess children in a 1;1 setting. Links through work experience placements for students from local schools also help the development of links.

Links with Health and Social Services and Voluntary Organisations,

The school fully supports the requirements of the Children's Act 1989 for the Local Authority to create a coherent, comprehensive, integrated service for children and their families as this will greatly facilitate inclusion in all its aspects.

The Head Teacher is the designated person for child protection and works in partnership with the parents, LA, Health and Social Services to provide a more coherent service to children and their families and to facilitate equal opportunities. When appropriate liaison with the Access and Attendance officers take over relevant issues and developing links with other voluntary agencies is undertaken.

Training. Recruitment/Professional development (performance management)

Training for the whole staff is an integral part of the school improvement plan, areas are also identified through performance management and professional interviews. Training is planned for staff relating to inclusion and wider curriculum issues and this is an issue that is high on the agenda in briefings and governor consultations. Information on INSET is available in the staff room and staff may request approval for appropriate courses via Inset and Staff Development Co-ordinator Dionne Shears. The school is responsive to training initiatives from the DFES and the LA which focus on raising achievement and is also considering specific projects such as Investors in People and Basic Skills Charter Mark.

Statement drawn up.

Governor ratification

Review date.