



Fellgate Primary School

Access, Inclusion and Integration Policy:

Principles and implementation

Agreed by governors: March 2017

Review date: March 2018

Statement of intent

Our purpose is to provide a happy, secure and stimulating environment in which children will receive an education which will give them the opportunity to thrive and develop intellectually, emotionally, socially and physically

We believe that the most important part of our school is the people who spend their time working, learning and playing together. At the centre of our school are the children.

It is the aim of the school to create a happy, welcoming and stimulating environment, value the efforts of the individual, fulfil the learning potential of all children and promote the concept of equal opportunities. Our approach encourages children to develop positive attitudes towards learning and promotes their initiative, self-discipline and independence.

We encourage a respect for spiritual, moral, social and cultural values; and an understanding of what is right and wrong. We aim to help children to develop co-operation, tolerance, acceptance and consideration for others. We expect everyone to behave in a way which will not offend, and to treat one another with respect and understanding. This consideration also extends to the school environment and local community. We wish to provide the following values:-

- Pride in the school and community
- Self confidence
- Support and appreciation of each other
- Politeness
- Motivation to learn

This Statement of Intent needs to be embedded throughout all school policies and actions.

School Aims and Implementation

Fellgate Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the Rosetta Core Values to enable the children to value themselves and each other; the Core Values are:
 - We take **responsibility** for our actions and always make sure we do the right thing.
 - We show **honesty** and always make sure we are truthful and fair.
 - We show **aspiration** and always have a positive attitude about what we can all achieve.
 - We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
 - We show **compassion** towards others and always make sure we try to understand and support others.
- Promoting an effective partnership with parents/carers and the wider community.

Mission Statement

At Fellgate Primary School:

We are committed to quality learning. This best takes place in a happy, secure, stimulating environment in which everyone feels valued.

Our school community accepts that each person is an individual with unique needs and aspirations.

We aim to work together to ensure that all can achieve their full potential.

At Fellgate Primary School:

We **RESPECT** ourselves, others, and our environment.

We believe in **EQUALITY OF OPPORTUNITY** for all school community members.

We promote **ACHIEVEMENT** by providing quality education for all, and continually striving to raise standards.

We **CHALLENGE** ourselves and each other, to think, reflect to move forward and to expect the best for and of everyone.

We foster **HONESTY AND FAIRNESS**, with all taking responsibility for their actions.

ACCESS

Fellgate Primary School consists of two buildings, mainstream and Autistic Unit, which are both single-story with double door main entrances. There is ramped access to the main building and a sloped sill to the Unit entrance. Internally, corridors and classrooms are wide enough to give wheelchair access and there is an accessible toilet for pupils or adults in the mainstream building. Further reasonable adjustments to the building would be undertaken should a need be identified.

Staff welcome parents to formal meetings to discuss their child/children at least twice a year but an appointment can be made to see them at other times should the need arise. Parents of potential pupils are invited to visit the school to gain an insight into the opportunities offered by the school.

Admissions to the mainstream department are in accordance with the Admissions Policy, while places offered in the Autistic Unit are through the process of an ASD Multidisciplinary Panel.

INCLUSION

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil, and adult, feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Fellgate is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Meeting Diverse Needs

At Fellgate we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Focusing on everyone's abilities not their disabilities: their similarities not their differences.
- Building empowering relationships with children by providing opportunities for them to problem solve, make decisions, think critically and have their opinions listened to.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan appropriate provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.
- Creating an environment where pupils, parents or members of staff are protected from physical or verbal abuse by active intervention, following the guidelines of the school policies.

Potentially vulnerable groups

The pupil population at Fellgate is increasing and while we may not currently have pupils from all of the following, it cannot be ruled out that we may have in future. The policy applies to all pupils and staff but for certain groups it may be particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND), including pupils with an ASD

- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school
- Pupils who have a close family member in the Armed Forces
- Pupils who have experienced bereavement through the death of a close family member (E.g parent or sibling)
- Pupils who are experiencing mental health issues.

Promoting and Supporting Inclusion

Head Teacher, Senior Leaders and our Governing body:

- a) Responsibility for making Fellgate a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.
- b) We aim to promote Inclusion at Fellgate through all of our policies, systems and practices.

Personalising the Curriculum

- a) School Leaders at all levels; including Governors, Head Teacher and Deputy, Head of Autistic Unit, Faculty members and Subject/Aspect Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school.
- b) Individual class teachers to plan appropriate and differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
- c) Pupils within the Autistic Unit have holistic, personalised planning documents which are the basis of their individual daily and weekly learning objectives, which includes integration sessions and inclusive activities with their mainstream peers
- d) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes any Extended Schools activities that are offered and break and lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

SMSC Faculty:

- a) Both the Mainstream department and the Autistic Unit have a Special Educational Needs Coordinator who has responsibility for co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.
- b) In partnership with other senior leaders and the Head Teacher, the SMSC Faculty monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

Class Teachers:

- a) All pupils at Fellgate spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment.
- b) Pupils in the Autistic Unit are in class groups of 6 with a Teacher and two Senior Educational Practitioners (SEPs).
- c) Teachers have overall responsibility for the planning and delivery of lessons to their class or group in order to meet their diverse needs most effectively and appropriately

- d) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupil Progress Meetings which are led by the Head Teacher or Head of Unit.
- e) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

Teaching Assistants:

- a) Teaching Assistants (TA/SEPs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TA/SEP is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Manager.
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilise their support for pupils' learning, the deployment of TA/SEPs within the school is strategically managed by SENCOs in collaboration with Senior Leaders and Class Teachers.

Some Relevant Definitions

Special Educational Needs

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

Disability

- 'A person (P) has a disability if -
 - (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

English as an Additional Language

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. Our aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

- iii. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Gifted, Able and Talented

- i. **Gifted pupils**

Gifted refers to students who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

- ii. **Able pupils**

'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

- iii. **Talented pupils**

Talented refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical education or in areas requiring visual-spatial skills or practical abilities (these could include a range of non-traditional areas).

INTEGRATION

The physical placement of pupils from various groups in certain activities most often occurs between the Unit pupils and their mainstream peers. Alongside the inclusive aims described above, specific programmes are developed to:

- Address specific social, academic or life skills
- Provide positive experiences for pupils and staff
- Actively encourage interaction between pupils
- Develop acceptance of others who might be described as 'different'

Opportunities for integration include:

- Individual pupils from the Unit accessing lessons, activities with their peer group
- Whole Key Stage activities E.g. weekly assembly, creative workshops
- Groups from mainstream working and sharing social, physical or creative activities with their peers in the Unit building
- Whole school events E.g. performances, "Shine" afternoons, workshops
- After-school clubs

Individual integration sessions are initially supported by the Unit class teacher. Once the session is deemed appropriate and successful, the support role transfers to a SEP. When possible, a pupil may access these sessions without direct support. Recording and assessing pupil progress during integration is by observation and evaluation of completed work, where appropriate. Outcomes of assessment and future targets will be recorded in the agreed format set in the class in which the pupil is usually taught.

Monitoring and Review

- The SMSC Faculty will monitor the effectiveness of this policy on a regular basis. They will report to the Governing Body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements, in consultation with staff, parents and Governors.

SEE associated policies – Community Cohesion
 SMSC
 SEN
 Management of Behaviour
 Anti-bullying Policy