

WHITEFIELD PRIMARY SCHOOL

Inclusion Policy



Adopted: October 2013

Review date: October 2015

Whitefield Primary School

Inclusion policy

Mission Statement

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusion place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Whitefield we believe in nothing but the best!

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through our commitment to all overcoming barriers to learning.

School aims

Whitefield School aims to:

- To value everyone equally in an inclusive environment
- To take a positive approach in developing the self confidence and self esteem of all the children at our school.
- To help pupils to develop lively, enquiring minds and the ability to question and argue rationally.
- To provide a curriculum which is broadly based, relevant and meets the needs of individuals.
- To bring out the best in children at our school and support the development of life skills for a successful future.
- To ensure the development and consolidation of basic skills in Literacy and Mathematics
- To allow each child the opportunity to meet their potential in happy, caring and fun surroundings, promoting high standards for all.
- To create a stimulating and challenging environment, which is supportive, secure and caring.
- To create a school community in which children, parents, teachers and governors work together for the common good.
- To help pupils understand the world they live in and our part in the local, national and global community.

- To listen to and value the views of parents and to work in partnership with them. To enable all members of the school community to participate in aspects of school life in a consultative environment.
- To encourage respect, resilience, resourcefulness, responsibility and risk taking in a safe learning environment.

Objectives

Whitefield School will:

- Ensure implementation of government and LEA inclusion recommendations;
- Ensure the school's inclusion policy is implemented consistently by all staff;
- Ensure any discrimination or prejudice is eradicated;
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise, value and celebrate pupil's achievement, however small;
- Work in partnership with parents/carers in supporting their child's education;
- Guide and support all staff, governors and parents in inclusion issues.

Definitions of Inclusion

The DfES have defined an inclusive education service as:

- Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include pupils;
- With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream schools;
- An inclusive education service offers excellence and choice and incorporates the views of parents and children;
- The interests of pupils must be safeguarded;
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation;
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
- Mainstream education will not always be right for every child all the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

Inclusive Schooling: children with special educational needs (2001)

In Liverpool, inclusive schools are defined as;

Schools that have a welcoming ethos and enable pupils to access every aspect of school life regardless of the barriers that these pupils may face. As well as celebrating the diversity of its pupil population, the inclusive school also gives a warm, supportive welcome to staff, parents and other visiting adults and working partners. There is an atmosphere of respect where everyone is valued and differing views are listened to and taken into consideration in decision making. The inclusive school not only encourages active participation by all of its pupils but is also careful that every child and young person achieves and makes good progress. Every child matters.

(Taken from Liverpool Inclusion Charter Mark guidance)

Managing Inclusion

Natalie Menagh is the Inclusion Manager at Whitefield Primary School. Her role is to:

- Work positively with all members of the school community to promote inclusion;
- Induct new staff in the school's commitment to inclusion;
- Monitor and assess inclusion provision across the school;
- Work with key staff to identify barriers to learning and provide them with appropriate strategies to support pupils;
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- Purchase appropriate resources;
- Develop programmes of support for pupils who require significant intervention;
- Work with key staff to monitor pupil progress;
- Monitor the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;
- Liaise with and support parents and carers;
- Co-ordinate cross-phase/cross-school transition;
- Co-ordinate external specialist provision;
- Maintain the status of the school with the national and local awards for inclusion;

Inclusion Awards

Whitefield Primary School has been awarded the Liverpool Inclusion Charter Mark Award (2011), the national Inclusion Quality Mark award (2013) and has national Centre of Excellence for Inclusion status (2013). These awards will be refreshed every three years.

As a centre of excellence for inclusion, Whitefield primary is committed to sharing good practice with other schools. This may be arranged through consultation meetings with the inclusion manager, shared training experiences and the sharing of materials with other settings.

Inclusive provision

The school offers a continuum of provision to meet a diversity of pupil's needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available in all classes provided by Teaching Assistants.

A wide range of intervention programmes are available to all pupils who require additional support in specific curriculum areas but also with social, emotional, behaviour needs and also sensory/physical needs. Intervention programmes are organised through a termly provision map which details who will be delivering the programmes and to which children. Children are carefully assigned to programmes following detailed progress meetings between key members of staff.

There is designated space within the school building for various interventions including the reading recovery intervention room, the junior interventions room and quiet space, the inclusion room and designated areas outside each classroom.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation.

Our teachers take specific action to provide access to learning for pupils with barriers to learning by:

- Adopting a social model approach;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning activities;
- Helping pupils to manage their behaviour and to take part effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

External support

Whitefield Primary School is part of the city and north consortium of schools. The Inclusion Manager attends termly SEN consortia meetings where the level of support provided to each school for SEN pupils is decided based on

current need. The inclusion manager then works alongside outreach providers and a range of other agencies to meet the individual needs of pupils.

EMTAS offer support to school for pupils who speak English as an Additional Language. EMTAS can provide language support in school for pupils through the Ranstad interpreter agency. The inclusion manager liaises with EMTAS to arrange language support in school.

Assessment

We believe that 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 makes use of PIVATS for the assessment of pupils who make smaller steps progress in their learning. The school uses EAL pupil development trackers to assess newly arrived EAL pupils. For all other pupils, the school uses the Assessing Pupil Progress materials to monitor progress.

Termly progress meetings take place between the class teachers, designated members of support staff, the deputy head teacher and the inclusion manager in order to monitor progress. A provision map is then formulated which outlines the interventions to be delivered each term.

Evaluation/monitoring of the Inclusion policy

The inclusion policy will be reviewed every two years.

Senior member of staff responsible: Nadine Carroll (Head teacher)

Designated member of staff: Natalie Menagh (Inclusion Manager)

Designated governor: Hillary Williams