

St. Peter's Catholic Primary School

INCLUSION POLICY

Rationale:

"I have come so that they may have life and live it to the full"
(John 10:10)

We believe that with the gift of life, God has imbued everyone with dignity and worth. We believe that we are all made in the image and likeness of God, therefore all people are equal. We all belong to a community where our uniqueness is valued, where children, parents and staff feel they belong, and are accepted and cared for. We believe the principles of Inclusion are the principles of our Catholic Community.

This policy was written collaboratively to describe the way St. Peter's R.C Primary school meets the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

St. Peter's Primary School is committed to fostering an inclusive environment. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We value each child's uniqueness and individuality. We aim to engender a sense of community and belonging based on mutual respect to develop an environment where everyone can flourish and feel secure. We encourage all members of our school community to work to the best of their ability, to achieve their full potential. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Aims

We aim to be an inclusive school and remove barriers to children's learning and participation. We pay particular attention to the provision for, and the achievement of different groups of learners and. These groups include:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are able, gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

We aim to provide a broad and balanced curriculum with access for all. This is achieved by:

- Responding to pupils diverse learning needs, setting suitable learning challenges to overcome potential barriers to learning and assessment.
- Ensuring that a differentiated curriculum is offered to all pupils in accordance with the Teaching and Learning Policy of the school and that flexible and responsive teaching and learning styles are used, which reflect those favoured by groups and individuals.
- The provision of an Individual Education Plan (IEP) which breaks learning down into steps manageable by the particular child
- An IEP aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group (e.g. E.L.S., Phonics, reading, Springboard maths, LSA support, Booster groups)
- Appropriate access to in-class support from Teaching Assistants to maximise learning and inclusion. Support from Learning support Assistant for those children on School Action Plus.
- Providing a range of extra curricular activities to enhance and extend children's learning.
- Facilitating extended school provision

We aim to be a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Providing high quality pastoral care, support and guidance.
- Listening and responding to the concerns of children and parents.
- Promoting healthy eating and lifestyles: we have the Healthy School Award and provide regular opportunities for children to exercise and play sports.

We believe this policy should be regarded as an overarching policy, true to the school's ethos and aims and provide the framework for many other frameworks, including:

- SEN policy,
- Behaviour policy including exclusion and truancy procedures,
- Anti-bullying policy,
- Admission including information on part time/shared placement,
- Attendance policy,
- Equal Opportunities Policy/Ethnic minorities,
- Gifted and talented policy,
- School Access plan,
- Risk management guidelines,
- Physical restraint policy,
- School development plan,
- LEA Inclusion policies.

The development and monitoring of the school's work on Inclusion will be undertaken by

the Inclusion Steering Group established in Academic Year 2009/10, and will be representative of parents, governors, teaching and non-teaching staff.

The SEN Governor is Mrs Kath Marshall is the Governor with an Equal Opportunities/Educational Inclusion brief. Governors are responsible for ensuring that school complies with race relations, disability and SEN related legislation, and that all statutory policies are implemented.

The SEN Coordinator is Mrs Sinead Barber, who also takes the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area.

Implementation of Policy and Provision

ADMISSION ARRANGEMENTS

Pupils with disabilities and additional needs are admitted into the school in accordance with the admission policy, and on exactly the same basis as those without needs, but school refers to DCFS Inclusive Schooling Guidance 2001 and SEN and disability Act 2001.

- not treat disabled pupils less favorably, without justification, for a reason which relates to their disability.
- make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled
- Plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled pupils' participation in the curriculum and improving ways in which written information which is provided to pupils who are not disabled is also provided to disabled pupils.

Curriculum access, participation, breadth and balance and extra curricular access

At St. Peter's we support children of all abilities to participate in the full life of the school. All the children in school are given equal opportunity to take part in class and school productions, assemblies, trips, educational visits and sporting activities.

- The school will ensure that all children have access to a balanced and broadly based curriculum,. The EYFS and the National Curriculum are the starting point from which we plan a curriculum flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads

towards inclusion.)

- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with SEN will be part of this process.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school has a range of extra-curricular activities. All children are encouraged to participate in these.
- A number of sporting activities, outings, educational visits and field study visits are arranged throughout the year. St. Peter's encourages participation in these and ensures they are barrier free and do not exclude any pupils.
- St. Peter's has a layered system of reward. Each class has its own system which rewards individual, group and class achievement. Whole school rewards include 'The school Tree of Growth', Head Teacher's Award assembly, Head teacher's award stickers and midday awards. All rewards focus on all children regardless of needs. Records of awards are kept and analysed to ensure all children achieve.
- All children have the opportunity to play as full a part as their peers in the life of the school.
- All children work with and alongside their peers as much as is possible and practical
- All children achieve a developing positive self – image as a result of their success in school
- All children feel that their difficulties are recognised by their teachers and responsive adults
- All school policies reflect our practices on Equal Opportunities and an Entitlement Curriculum

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- Disabled adults are invited school, as we believe it is important to have role models.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Arrangements for partnership with parents/carers

“When we welcome the child, we welcome the family”

The school aims to foster a close working relationship with all parents. This is especially relevant to parents of pupils with special needs who may be in need of extra support and advice.

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parent reading volunteers work with children during the school day.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parents/carer's evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

Links with other schools/Transfer arrangements

- Within school annual transition meeting take place between teachers to share information about the new year group.
- When children from Year 6 transfer to secondary school the SENCO meets with SEN staff from All Saints and makes sure that relevant paper work is given to them. SENCOs from other secondary schools are contacted and relevant paper work is sent to the
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Leader, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Inclusion Leader if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the school website.

Access to the Environment (see also School Access Plan)

- There is an outside ramp that leads into the administration block and school hall. There is access to the Infant and Upper Junior areas from outside. There is a disabled access into the reception area of the school which includes the secretary's office, Head Teacher's office and the school hall. There is access into the infant department and upper junior department from outside but there is no wheelchair access between different departments inside the school. The mobile classroom on the playground is fitted with d
- Disabled toilet and access is via a ramp.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- An access audit of the school is carried out annually. Further access arrangements, where possible are incorporated into our repairs and maintenance programme.
- Children requiring equipment due to an impairment will be assessed in order to

gain the support that they require.

- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Access to Information (see also School Access Plan)

- Any child requiring information in formats other than print will have this provided.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Parents whose first language is not English, receive all correspondence in their own language.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Terminology, imagery and disability equality

- The school has had a disability equality INSET and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to additional educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- St. Peter's Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their IEP reviews, through preparation, and making the information and meeting itself accessible and un-intimidating.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Evaluating the success of the School's SEN and Inclusion Policy

- Every year, we analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead
- We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- The Inclusion leader will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- A steering group comprising parents, governors and teaching and support staff will meet termly to discuss issues pertaining to inclusion.
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers and at the subsequent governors meeting with parents/carers.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The policy itself will be reviewed annually by the school's Inclusion Steering Group.

Sinead Barber February 2010.

