

Newport Primary School



Work Together
Love to Learn
Reach for the Stars!

Inclusion Policy

Signed:

Name: Mr Jimmy Sykes
Position: Chair of Governors

Signed:

Name: Ms Deborah O'Connell
Position: Headteacher

Newport Primary School

Inclusion Policy

Rationale

At Newport Primary School we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical.

At Newport Primary School we aim to provide for pupils who are gifted and talented and recognise that they may need specific provision. We also recognise that pupils for whom English is an additional language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the school that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

At Newport Primary School diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Aims

- Provide high quality and appropriate teaching in a stimulating, challenging and enjoyable learning environment in order that all children develop to their full potential.
- Value diversity as a rich resource that can contribute to the learning of all pupils and staff.
- Help all pupils develop their personal and social skills, and to experience success and achievement.
- Provide equality of educational opportunity for all by removing barriers to success for all pupils irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background.

Newport Primary School

Implementation of Policy

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 irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers and develop potential.

At Newport Primary School we have defined inclusion as “a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community.”

Pupil Premium

The school liaises with the Local Authority to ensure the effective deployment of the Pupil Premium funding, held by them for “looked after” children. The school receives Pupil Premium funding for pupils who have free school meals. The funding, which is aimed at raising the performance of these vulnerable pupils, is deployed effectively and monitored regularly.

Managing Inclusion

At Newport Primary School, Ms Deborah O’Connell is responsible for managing inclusion across the school. This role involves:

- 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 staff with appropriate strategies.
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants.
 - Purchase appropriate resources.

Newport Primary School

- 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.

Teaching and Learning

At Newport Primary School we give every child the opportunity to reach the highest level of achievement by thoroughly analysing the attainment of individuals and different groups of pupils to ensure that all pupils are achieving as much as they can.

Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children and ensure that work and experiences are matched to the child's needs.

Differentiated Curriculum Provision

At Newport Primary School in order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

Newport Primary School

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Admission Arrangements

At Newport Primary School children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity. Parents of the children will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating Disability issues into the Curriculum

At Newport Primary School the PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disabled people's organisations on appropriate resources.

Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our governing body.

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.

Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

Newport Primary School

Inclusive Provision

Newport Primary School offers a continuum of provision to meet the diversity of pupils' 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.

At Newport Primary School 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 that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing pupils' motivation and concentration.
- Providing equality of opportunities through teaching approaches.
 - Using appropriate assessment approaches.
 - Setting suitable targets for learning.

At Newport Primary School the teachers take specific action to provide access to learning for pupils with special educational needs by:

Newport Primary School

- 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

Sometimes, the school involves the support for external agencies when they are able to contribute to removing barriers to learning and participation. The Inclusion Manager coordinates liaison with these agencies and plans for how advice will be implemented in school.

Partnerships to Support Inclusion

Newport Primary School is committed to a partnership between school, parents and children. This partnership is vital in planning and making provision for those children with Special Educational Needs.

We understand that many parents are anxious when considering areas of SEN. Parents are encouraged to discuss their concerns with members of staff whenever the need arises. The Headteacher, Deputy and SENCO are available in the playground every morning to discuss any concerns and the teachers are able to meet parents at the end of the day.

Parents have the right to be consulted about any issues regarding their child's progress and needs and any support offered, and should be invited to attend meetings with visiting outside agencies whenever possible.

Newport Primary School works closely with outside agencies including:

- Children's Services

Newport Primary School

- Re-integration Service
- Speech and Language Therapy Service
 - Educational Psychologist Service
- Early Intervention Family Support Service
 - Inclusion Outreach Learning Mentors
 - Pastoral Support Team
 - Inclusion Team
 - Attendance Advisory Service
- Visual and Hearing Impaired Service
 - ASD Outreach Service
- CAMHS (Child and Adult Mental Health Service)

Assessment

At Newport Primary School 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.

Assessment for learning guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Using assessment information and additional data collected through the termly progress meetings, SENDCO and the Inclusion Manager and Assessment Coordinator formulate the provision map for interventions across the schools, thereby ensuring that all pupils' needs are met effectively.

Roles and Responsibilities

At Newport Primary School the **Governors** will:

Newport Primary School

- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
 - Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
 - Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

At Newport Primary School the **Headteacher** will:

- Monitor and evaluate the progress of all pupils and make strategic decisions which will maximise their opportunity to learn.
- Delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and Ethnic Minority Achievement Coordinator.
 - Analyses the whole-school pupil progress tracking system.

Newport Primary School

- Maintain and analyse a whole-school provision map for vulnerable learners.

Access to the Environment

At Newport Primary School all parts of our school are accessible to all children and adults. There is dedicated parking for wheelchair users in the staff car park.

Access to the Curriculum

At Newport Primary School all children are entitled to a broad and balanced curriculum. The class teacher, advised by the Special Educational Needs Co-ordinator, provides differentiated learning opportunities for children as necessary. Within each class, teaching and learning styles and organisation are flexible to ensure effective learning; this is recorded in teachers' planning. Class teachers also carry out assessments of children's progress. We make every possible attempt to include all children in out of school activities, including extra-curricular activities, day visits and residential visits.

Access to Information

At Newport Primary School we adapt printed materials so that children with literacy or visual impairments can access them more easily. There are alternatives to paper and pencil recording where appropriate and there is access to peer/adult scribing. The school recognises the importance of providing translated materials to community members to whom English is not their first language; wherever possible translated correspondence is arranged.

Disapplication and Modification

Newport Primary School can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without resource to disapplication or modification. However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only choose this course of action following detailed consultation with parents/carers and the Local Authority. The SEN governor would also become involved in this process.

Newport Primary School

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to Debby O'Connell the Headteacher and SENCO and Inclusion Practitioner at Newport Primary School.