

Woolenwick Junior School **Inclusion Policy V1**

Policy Name	Inclusion
Created by	School
Responsibility of	School Improvement committee
Reviewed by	CS and CC
This Review Date	March 2015
Next Review Due	2018
Cycle	3 years
Ratified by Full Governing Body on	March 2015
Policy will be published	website

Version History

Version	Amendments	Date	Author
V1	review	Jan 2015	CS / CC

Definition of Inclusion

Inclusion celebrates diversity and promotes effective Learning for all by celebrating success and identifying and minimising the barriers to achievement.

The Woolenwick Junior School mission and aims clearly identify that everybody, including both pupils and staff, has an entitlement to develop to their full potential. Diversity is valued as a rich resource which supports the Learning of all. Learning experiences are provided which develop achievement and recognises individuality.

Aims

The school aims to

- Empower everyone to develop their personalities, skills and abilities
- Make Learning challenging and enjoyable for all
- Provide equality of opportunity
- Maintain the Inclusion Quality Mark Flagship status

Objectives

The School will

- Ensure implementation of government and LA inclusion recommendations
- Ensure the school's inclusion policy is implemented consistently by all staff
- Ensure that any discrimination or prejudice is eradicated
- Identify barriers to Learning and participation and meet the diversity of needs
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise, value and celebrate achievements however small
- Work in partnership with parents/carers and the community to promote inclusion
- Guide and support all school staff, governors, parents/carers and children in inclusion issues

Inclusion Groups

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to Learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Any children who are at risk of disaffection or exclusion.
- Children who are disabled
- Children looked after by the LA
- Children who are young carers
- Children from disadvantaged families
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Responsibilities within Inclusion

Governors

The Governing Body is responsible for

- Formulating a Policy for Inclusion
- Ensuring that this policy complies with County Council and DfES guidelines
- Regularly reviewing inclusion and implementing new arrangements where necessary
- Provide appropriate resources to ensure effective inclusion
- Receive reports on inclusion matters
- Seek specialist advice on inclusion issues to boost the schools' inclusive capacities
- Promote high standards of inclusion within the school
- A named governor responsible for inclusion who regularly reports back to the GB

Headteacher and SLT

They have the responsibility to

- Implement and monitor the effectiveness of the Governors' Policy on Inclusion
- Act as a focal point in inclusion matters and give advice or seek help where necessary
- Report to the Governing Body on Inclusion issues

Inclusion Team

The Inclusion team consist of a SENCo, INCO and FLW who work alongside all staff to ensure Woolenwick is a fully inclusive school. They are responsible for

- Take overall responsibility for effective day to day strategies for inclusion throughout the school day
- Meet with the Inclusion Governor when undertaking a monitoring visit and report back to the GB where necessary
- Ensure the school is ready for its IQM inspection each year
- Meet with all outside agency staff in regard to specific pupils.

All staff

All staff have the responsibility to

- Follow the Governors Policy on Inclusion and ensure the inclusion of all at the school
- Actively celebrate successes of all and identify barriers to achievement
- Work with others to minimise these barriers
- Promote inclusion amongst the whole school community

Teaching and Learning

In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual talents and personal qualities.

The main aim of the curriculum at Woolenwick Junior School is to build the children's confidence and skills in the critical skills of problem solving, decision making, Leadership, communication, creative thinking, critical thinking, management and organisation

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for literacy and Numeracy.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;

- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different Learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

The school's reward system of points and certificates of achievement for outstanding work and performance, effort and improved behaviour contribute to raising pupil self-esteem and motivation.

Ensuring Access to the Curriculum

Some children in our school have disabilities and consequently need additional resources. Access for these children is identified in the School Accessibility Plan. (as per the equal opportunity policy)

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. The teacher may, in consultation with parents/carers, place the child on the S.E.N. Register – see SEN Policy. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Additional in-class support is available in all classes. This is provided by Teaching Assistants. Additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills.

Teaching Assistants support pupils with emotional and behavioural difficulties, as well as working with gifted and talented pupils and pupils Learning English as an additional language.

ICT resources are available to support Learning in every classroom, as well as being centrally located in the ICT suite.

Professional Development

The Headteacher oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.

External support

The school uses advice and support from the Local Educational Authority. These include The Educational Psychologist (EP), Specific Learning Difficulty Base (SpLD), Child and Adolescent Mental Health Service (CAMHS), Herts children's services, The Speech and Language Advisor, Behaviour Support Team (BST) and other agencies.

Parent Partnership

The knowledge, views and first-hand experience parents/carers have regarding their children is valued for the contribution it makes to their child's education. Parents/carers are seen as partners in the educational process.

Parents/carers are strongly encouraged to keep in regular contact with the school regarding their child's progress. There are Termly Parental Consultations and teachers are available for Surgery Sessions after school on Thursday evenings.

The home-school agreement outlines how parents/carers can support their child's Learning at home.

A termly curriculum overview for parents/carers is produced outlining which topic area will be covered in each curriculum subject area.

Parents/carers Guides are published on our school website to information to parents/carers on how they can support their child's Learning.

Community Inclusion

Woolenwick Junior School is committed to building networks within the local community and with other schools. We will enrich and extend Learning and opportunities for personal development for all children by drawing the best resources from the local community.

We will work in partnership with external providers to extend opportunity and involvement. This will include sports links through the Stevenage Sports Partnership as well as links with the community local to the school.

The school will establish networks with other schools to share ideas, resources, training opportunities and enrichment activities for children.

Evaluating the Inclusion Policy

Inclusion practice is reviewed regularly.

Evaluation focuses on

- establishing how far the aims and objectives of the policy have been met
- how effective the inclusion provision has been in relation to the resources allocated
- the attainment of pupils in judging 'value added' factors
- the comments from the annual parent questionnaire.

Inclusion Practice is revised and amended in the light of the findings of the monitoring. This will be included in the cycle of School Development Planning if necessary.