

Shilbottle first school Policy for Inclusion.

This Policy is a statement of the aims, principles and strategies for Inclusion at Shilbottle First School.

The Policy was developed during the Autumn Term 05, 08, 10 through a process of consultation with teaching staff.

The governing body in the Summer 10 approved it.

This policy will be reviewed in the spring 2014. A schedule for the review of this, and all other, policy documents is set out in the school's five year Plan of Whole School Development.

Principles

Inclusion is concerned with the learning, participation and equal opportunities of all children, all of who have a right to access to the curriculum. It has wider implications than the identification of children and young people with special educational needs. It could apply to any or all of the following:

- girls or boys where there are gender issues;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- children who need support to learn English as an additional language (EAL);
- children with special educational needs including those considered to have emotional, behavioural or social difficulties;
- children with physical disabilities
- children who may be gifted and talented;
- children in need including those in public care;
- other children, such as sick children; young carers; children from families under stress; pregnant school girls and teenage mothers; and children who are at risk of disaffection and exclusion from school
- children whose families may be seriously disadvantaged by poverty and/or rural isolation.

Promoting inclusion will help all children and young people to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities.

From Principles to Practice

Inclusive principles highlight the importance of meeting the individual needs of all children and young people equally, whether they have identified "special needs" or not. Inclusive schools are those, which are dedicated to meeting the individual needs of each child. Inclusion is a process in which pupils, parents or carers, teachers and other agencies work together in partnership to develop the application of its principles in each setting.

Benefits to included pupils:

A successful inclusion programme provides the right to a normal life for all members of the school community. It is no more and no less than should be expected by a civilized

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society. Children work at developing increasing independence in a supportive environment. This is their opportunity to acquire vital survival skills and arrive at genuine ambitions and expectations for themselves. This realistic goal setting and, perhaps more importantly, a knowledge of what is required to achieve those goals is a vital step if they are to take their part as full members of society. We feel that a successful inclusive school must, above all, provide a caring and trusting environment.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the school's programmes of study are 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.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- 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.

Support Assistants

Support assistants' timetables must be flexible enough to provide support whenever and wherever a pupil may require it. Initiative is an important factor in supporting successfully. If a pupil does not require assistance at a particular time the support assistant may choose to leave them and either support other pupils within the classroom, or another child elsewhere in the school. This is important, as there can be a risk of 'over supporting' a pupil, which would encourage dependence on the child's part.

This could block interactions with peers and create a situation where a pupil has little opportunity to become self - reliant. The support assistant will often have input into a pupil's individual education plan. This plan sets out needs and goals, which vary according to the individual pupil.

They may help to decide individual pupil's targets, along with a collaborative team of people. This team will include special needs staff, other professionals, parents and if possible the pupils themselves.

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Terminology, imagery and disability equality

The school 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 'special educational needs' or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults through PHSE lessons and Assemblies.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Working with disabled parents/carers

The school recognises that there will be disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the Hall as that is the most accessible part of the building.

Access to the Environment

Shilbottle First school is a single site school, with 4 classrooms on the ground floor level and a portacabin with ramp access.

- Entrance to the building is through the main foyer, which is level and therefore suitable for wheelchair access and through the playground door which is a safe route for children. Corridors access classrooms. There are accessible toilets for children on the ground. Separate staff toilets are available up stairs. Catering staff has toilets available in the kitchen.
- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils.
- An access audit of the school has recently been carried out and we intend to designate a disabled bay in the car park.
- Children requiring equipment due to 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 Accessibility Plan.

Disability equality and trips or out of school activities

The school tries to make all educational trips inclusive by planning in advance and using accessible places and provide additional TA support for individual children as required.

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Food Additives

Dietary requirements are arranged with our catering staff when required.

In the case of Physical needs, each case will be assessed and changes will be made.

Access to Information (see also School Accessibility Plan)

All children requiring information in formats other than print have this provided
We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

All school documents are available in large print on request.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school.

School policies that are also relevant include:

- [SEN policy](#),
- [Behaviour policy including exclusion and truancy procedures](#),
- [Anti-bullying policy](#),
- [Admission](#),
- [Attendance policy](#),
- [Equal Opportunities Policy/](#)
- [Gifted and talented policy](#),
- School Access plan,
- [Physical restraint policy](#),
- School development plan,
- LEA

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