



Olveston CEVC Primary School Policy for Inclusion

This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. 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.

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.

Aims

The school aims to:

- * help pupils develop their personalities, skills and abilities
- * provide appropriate teaching which makes learning challenging and enjoyable
- * provide equality of educational opportunity.

Objectives

- * Ensure implementation of government and LA 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 appropriate opportunities to meet a diversity of needs.
- * Ensure all pupils have access to an appropriately differentiated curriculum.
- * Recognise, value and celebrate pupils' achievements, however small.
- * Work in partnership with parents/carers in supporting their child's education.
- * Guide and support all school staff, governors and parents in inclusion issues.

Co-ordinating inclusion

The Special Needs Co-ordinator (SENCO) and Higher Level Teaching Assistant co-ordinate inclusion across the school. Within this partnership, their role is to monitor this Inclusion Policy and report three times a year to the Head Teacher on its effectiveness; monitor and assess inclusive provision; 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 (TAs); purchase appropriate resources; monitor pupil progress; liaise with parents/carers; co-ordinate cross-phase/ cross school transition; co-ordinate external specialist provision. The Head Teacher is responsible for keeping the governors regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive provision

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. Additional in class support is available in all classes, which is provided by T.A.s. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. The T.A.s support pupils with emotional and behavioural difficulties, as well as working with gifted and talented pupils. Netbooks are available to support learning within the classroom, as well as PCs being centrally located in the school's ICT Suite.

Provision outside the class is available to pupils with statements of SEN who require specialist literacy, language or behaviour management programmes.

A range of extra-curricular activities is available during lunchtime and after school, for example: craft club, drama club, school choir, football and netball teams. (See school website for up to date information).

External support

The school buys in additional external specialist advice and support from the Local Authority to ensure our provision meets every child's needs.

Resource allocation

The school allocates sufficient resources to ensure we are fully inclusive. The head teacher with the governing body, approve any necessary curriculum priority spending, that supports moving inclusive practice forward.

Assessment procedures

All children (including Special Educational Needs and Gifted and Talented) deserve to have their achievements and progress recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, and the National Curriculum levels of attainment, including exceptional performance. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum. All pupils are set individual challenging targets.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning assessments.

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

Parent/Carer partnerships

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 contact the class teacher regarding inclusive educational provision. Parents/Carers are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents/carers can support their child's learning at home and at school.

This policy should be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Equal Opportunities and Race Equality Policy
- Special Educational Needs Policy

Date: March 2010

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