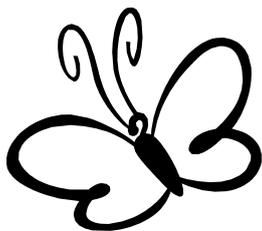


SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

(Little Learners and Kids' Club)

Inclusion Policy



Adopted by Governors: January 2018

Date for review: January 2021

Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

1. AIMS OF THE POLICY:

- To explain the ethos and rationale behind provision for Inclusion at SS Peter and Paul Primary School
- To outline the nature of the provision for Inclusion at SS Peter and Paul Primary School
- To set out the roles of the class teachers and coordinator in relation to provision for Inclusion
- To foster the involvement of parents at all stages of provision for pupils with educational needs

2. INTRODUCTION

As a 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. 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. At SS Peter and Paul Primary school we recognise 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.

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.

3. INCLUSION CATEGORIES

The following groups are specifically monitored with reference to how much the school 'includes' them and provides for their learning needs:

- boys and girls
- pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- pupils who have English as an Additional Language
- pupils who have Special Educational Needs
- pupils who are working at greater depth
- pupils who are subject to Child Protection or 'Child in Need' plans
- pupils who are at risk of exclusion or children from families under stress
- pupils with emotional and behavioural difficulties

4. ADDRESSING THE INCLUSION AGENDA

4.1 Organisation of Learning

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups. Additional in-class support provided by Teaching Assistants (TAs) and Age UK volunteers is available, including delivery of Wave 2(Group) and Wave 3(Individual) support when appropriate. This additional support is usually targeted at individual and small groups of children who are catching up on their basic literacy, numeracy and/or communication skills or children who need emotional/mentoring support. It may take place in the classroom or children may be withdrawn for short periods during appropriate times.

Interactive whiteboards are available in every class, as well as having computers centrally located in the corridor. These are used regularly to provide additional support and challenge. Because 20% of children at SS Peter and Paul Primary school have English as an Additional Language, teachers include EAL teaching strategies with all students in all lessons.

4.2 Planning of Learning

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers at SS Peter and Paul Catholic school are aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers ensure that teaching assistants have access to relevant planning so that they can support

the children appropriately. Teachers take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.
- developing positive relationships with students

Teacher's lesson plans include details of differentiation for higher ability children and pupils with Special Educational Needs (SEND). This can take many forms including:

- tasks which demand higher-order thinking skills
- extension - not 'more of the same' but more appropriate work
- stimulating lessons that have pace so that pupils are motivated by challenge
- creative investigative learning tasks
permit pupils to make reasoned judgements or produce multiple solutions.
- opportunities to take risks in an organised way and to work collaboratively

At SS Peter and Paul Primary School we recognise that such learning experiences benefit all students, not just those who are 'Higher achievers' Therefore, teachers use an inclusive model of provision in which all students get an opportunity to achieve.

For our children who have English as an Additional Language, we ensure that they have:

- access to dual language texts, posters and displays
- access to word banks
- opportunities for visual literacy techniques such as reading pictures and drama
- opportunities for co-operative learning
- opportunities to communicate in their first/home language
- encouragement to write their own dual texts, when appropriate

For our children who have Special Educational Needs, all staff plan/use:

- differentiated learning objectives and/or success criteria
- adapted and differentiated printed text to improve access and understanding
- writing frames
- hands on equipment e.g. number lines
- multi-sensory learning opportunities
- extra adult support
- additional visual cues
- learning opportunities which reflect plans of support.
- differentiated homework

4.3 External Support to Enrich Learning

The school has close links with external support agencies. Through the LEA we have access to services such as Behavioural, Emotional, Social Difficulties (BESD), Special Education Needs (SEND) and English as an Additional Language (EAL) advisors. The school is also supported by the Educational Welfare Service, an Educational Psychologist (EP), Speech and Language Therapist (SALT) and advisors. The school is also supported by a Polish language specialist who supports pupils and liaises with parents regarding their child's progress. The EP and SALT are able to provide advice and guidance on issues related to curriculum provision and identification and assessment of pupils' individual needs.

The Deputy Headteacher organises and plans the amount of external specialist support required by pupils.

At SS Peter and Paul Primary School it is recognized that experiences outside the classroom, and support such as visiting specialist teachers, are invaluable in terms of providing enrichment, not only to Gifted and Talented students but to all students, and indeed to the teaching staff. The school aims to provide such experiences regularly.

4.4 Resources and Budget

The school allocates a proportion of its budget to resourcing Education Inclusion. The school has a range of resources to support children with SEND, EAL and children working at greater depth. These resources are managed by the Deputy Headteacher and are audited at the beginning of each year. The funds are managed and distributed centrally.

5. ASSESSMENT AND MONITORING

5.1 Assessment Procedures

The school uses consistent nationally recognised assessment levels: P Scales and National Curriculum levels. All teachers monitor and review pupil progress using a gradual review cycle approach such as assess, plan, and do review. In order to ensure accurate assessments are made, teachers are supported by the senior Management Team (SMT). They are given opportunities to moderate samples of work and achievements across the core subjects within our own school and schools within our cluster. With specific reference to children with special needs the assessment procedures are carried out by the Deputy Headteacher. Information from the parents is also sought and valued. Formal assessments may be administered by outside agencies supporting the child. The class teacher and SLT continually monitor and assess pupil's progress. Plans of support are reviewed with parents three times per year and Individual Language Plans at least twice a year.

Newly arrived pupils are initially assessed within two weeks. Where it is necessary to determine whether a pupil's difficulties are due to special education needs (SEND) or English as an additional language(EAL), then a more in depth assessment may be required. Teachers assess EAL children when they enter the school. It is sometimes necessary to buy in a first language assessment from the LEA.

5.2 Registers and Record Keeping

The Deputy Headteacher regularly updates SEND, children working at greater depth and EAL registers. The Deputy Headteacher is responsible for the completion of all appropriate paperwork for children who are at the levels of SEND support as well as writing specific targets and annual teacher reports for

children with an Education Health Plan. The Deputy Headteacher is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of Education Health Care Plans.

Information and assessment records pertaining to children with EAL, SEND and children working at greater depth are kept in the relevant class folder. All records are considered to be confidential and are only accessible to appropriate professionals and parents. Provision maps for each class are used to record support which is different from, or additional to, normal provision.

5.3 Monitoring of Whole School Effectiveness of Inclusion

The Deputy Headteacher is responsible for reviewing the overall provision for EAL, SEND and working at greater depth children. To support this, pupil's progress is tracked at a number of levels:

- the Deputy Headteacher and class teacher jointly formatively assess children's progress against specific targets on plans of support.
- twice a year children are reviewed to show the progress that has been made towards EAL targets
- there are annual review meetings for children with Educational Health and Care plans.
- all lesson observations include comment on provision and progress of pupils with different or additional needs
- TAs are formally observed delivering interventions
- the effectiveness of interventions in ensuring progress is monitored through the School Monitoring and Assessment procedures.
- the Deputy Headteacher updates the provision map each term

Whole school effectiveness is measured by monitoring children on the inclusion register who are:

- completing specific targets
- making progress through the EAL stages
- achieving their National Curriculum targets
- achieving or exceeding their SATs targets
- ready for a reduction in the quantity of support they require

6.0 ROLES AND RESPONSIBILITIES

6.1 Role of Inclusion Leader (Deputy Headteacher)

The Deputy Headteacher role includes the work of the SEND, EAL, children working at greater depth coordinator. The key aspects are:

- updating the inclusion policy
- reporting to the governing body on school effectiveness
- monitoring and assessing inclusive provision
- identifying children's barriers to learning, and providing staff with appropriate strategies
- sharing inclusive expertise with classroom teachers and Teaching Assistants (TAs)
- working with coordinators to purchase appropriate resources
- monitoring pupils' progress
- liaising with parents
- co-ordinating cross phase/ cross school transition
- liaising with and co-ordinating external specialist provision.
- managing inclusion resources
- organising appropriate training
- line management of teaching assistants
- assisting in Child Protection procedures

6.2 Role of Class Teacher

It is the responsibility of the class teacher to

- provide an atmosphere that reflects the multi-cultural ethos of the school
- pro-actively identify special educational needs
- ensure that all children have access to a broad and balanced curriculum
- differentiate tasks and select strategies that support the learning of EAL, children working at greater depth and SEND children

- discuss specific strategies used with these pupils at parents' evening
- complete required Inclusion documentation as directed by the Deputy Headteacher

6.3 Role of Governors

The school Governors have statutory responsibilities as outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Our named Governor is Caroline Wood.

6.4 Role of Parents

The knowledge, views and first- hand experience parents have regarding their children is valued for the contribution it makes to their child's education.

Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Parents are invited to meet with the class teacher and discuss their child's progress, the inclusion officer is available on a Thursday morning to meet with parents who have any concerns.. Parents' evenings are held two times per year.

Review Date: January 2021