

ONCHAN PRIMARY SCHOOL

Inclusion Policy



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Mission Statement:
**Learning is a journey to be
taken together, one step at a
time.**

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to children who:

- ◆ Have Special Educational Needs
- ◆ Medical needs
- ◆ Disabilities
- ◆ Reflect social and cultural diversity
- ◆ Have attendance difficulties
- ◆ Are young carers to sick relatives
- ◆ Use English as an additional language
- ◆ Have recently in this country or may be refugees or asylum seekers
- ◆ Are Looked After Children
- ◆ Live in poverty or may be homeless
- ◆ Are gifted and talented
- ◆ Bully or are victims of bullying
- ◆ Are bereaved
- ◆ Are traumatised
- ◆ Present with safeguarding concern

School aims

Onchan School aims:

- ◆ To value everyone equally in an inclusive environment
- ◆ To take a positive approach in developing the self-confidence and self-esteem of all the children at our school.
- ◆ To help pupils to develop lively, enquiring minds and the ability to question and argue rationally.
- ◆ To provide a curriculum which is broadly based, relevant and meets the needs of individuals.
- ◆ To bring out the best in children at our school and support the development of life skills for a successful future.
- ◆ To ensure the development and consolidation of basic skills in Literacy and Mathematics
- ◆ To allow each child the opportunity to meet their potential in happy, caring and fun surroundings, promoting high standards for all.
- ◆ To create a stimulating and challenging environment, which is supportive, secure and caring.
- ◆ To create a school community in which children, parents, teachers and governors work together for the common good.
- ◆ To help pupils understand the world they live in and our part in the local, national and global community.
- ◆ To listen to and value the views of parents and to work in partnership with them. To enable all members of the school community to participate in aspects of school life in a consultative environment.
- ◆ To encourage respect, resilience, resourcefulness, responsibility, remembering, rising to a challenge and risk taking in a safe and stimulating learning environment.

Objectives

Onchan School will:

- ◆ Ensure implementation of government and DESC inclusion recommendations;
- ◆ Ensure the school's inclusion policy is implemented consistently by all staff;

- ◆ Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ◆ Ensure all pupils have access to an appropriately differentiated curriculum;
- ◆ Recognise, value and celebrate pupil's achievement, however small;
- ◆ Work in partnership with parents/carers in supporting their child's education;
- ◆ Guide and support all staff, governors and parents in inclusion issues.

Definitions of Inclusion The DESC have defined an inclusive education service as:

- ◆ Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include pupils;
- ◆ With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream schools;
- ◆ An inclusive education service offers excellence and choice and incorporates the views of parents and children;
- ◆ The interests of pupils must be safeguarded;
- ◆ Schools, local education authorities and others should actively seek to remove barriers to learning and participation;
- ◆ All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
- ◆ Mainstream education will not always be right for every child all the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

Inclusive Schooling: children with special educational needs (2001)

Managing Inclusion

We endorse the IOM DESC statement that **all teachers are teachers of children with special educational needs.**

Onchan School SENCO. Mrs Mandy Gravestock is currently in post as SENCO. Her role is to:

- ♦ 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.
- ♦ 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;
- ♦ Children with Higher Level Needs in the SEN Unit (Seals) are overseen by the Unit Manager - Mrs Mareli Carshagen.

Unit Aims:

- We accept and welcome children of all abilities.
- Indoor and outdoor areas are arranged so all children can move freely and make choices based on their abilities, interests and needs.
- We make changes to our daily program to meet the needs of each child.
- Where a child struggles to access the mainstream environment due to sensory processing for example, opportunities will be created for mainstream pupils to come into the Unit
- Opportunities are provided for all children to learn through play with their peers, supported by knowledgeable staff
- Opportunities are provided for all children to participate in social free play and routines throughout the day.

- We believe that each child deserves an environment and experiences that promote growth in all areas of his or her development.
- We use program approaches that best meet the needs of each child and his or her family.
- Children of all abilities have equal access to and participate meaningfully in School programs.
- All staff and parents are responsible and aware of the individual abilities and needs of each child.
- All children are supported to reduce or eliminate barriers so they can learn and fully engage in experiences with their peers.
- Adaptations and strategies are specific to each child.
- We respect and value input from parents and encourage them to be part of the decision making process for their child.
- We support families by consulting with early intervention professionals.
- We work with parents and professionals who have valuable knowledge and expertise to share with us and each other.
- All staff receive professional development in current areas of child development, research, theory and practice.
- Positive attitudes are demonstrated by the staff when making changes to accommodate all children
- All staff are aware of the goals of children's IEP's and support them in everyday activities
- Staff work as a team with parents and other professionals to develop, carry out and review IEP's

Inclusive provision

The school offers a continuum of provision to meet a diversity of pupil's 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 pupil support is available in classes that have children who are deemed as Higher Level Needs, provided by Senior Educational Support Officers (SESOs).

A wide range of intervention programs, 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 programs are organized, which details who will be delivering the programs and to which children. Children are carefully assigned to programs following progress meetings between key members of staff.

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.

Our teachers take specific action to provide access to learning for pupils with special educational needs by:

- ◆ Adopting a child centered 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 from external agencies when they are able to contribute to removing barriers to learning and participation. The SENCO coordinates liaison with these agencies and plans for how advice will be implemented in school. This would involve agencies like Speech and Language Therapy, Occupational Therapy, Educational Psychology and Child, Adolescent, Mental Health Service (CAMHS), Sensory Support Service, Physiotherapy, Rebecca House and when required Social Services.

Assessment

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.

The school makes use of P-Scales or B squared where required, for the assessment of pupils with additional educational needs. 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, the SENCO alongside the Assessment Co-ordinator and class teachers formulate plans for interventions across the school, thereby ensuring that all pupils' needs are met effectively.

Evaluating the Inclusion Policy

The inclusion policy will be reviewed annually in order to:

- ◆ Analyse progress towards aims and objectives of the policy;
- ◆ Evaluate the effectiveness of inclusive provision;
- ◆ Listen and respond to the views of pupils;
- ◆ Listen and respond to the views of parents;
- ◆ Update staffing roles and responsibilities;
- ◆ Refer to new legislation and/or national and local government initiatives;
- ◆ Contribute to the school self review evaluation form.

Adoption date: September 2014

Updated: Autumn Term 2015

Updated: Autumn term 2019

Review date: Autumn term 2021

Senior member of staff responsible: JO RICHARDSON (Head teacher)

Designated member of staff: Mandy Gravestock (SENCO), Mareli Carshagen (Unit Manager) **All Governors are an intrinsic part of the school and we look for their support in this Policy.** Mandy Gravestock attends Governors meetings to update on SEN data as required.

