School Inclusion Policy

General statement

This inclusion policy has been approved by the staff and governors of the school. 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. At Paget 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.

Aims

Paget 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 Local Authority (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 appropriately 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 and outside agencies in supporting their child’s education.
- Guide and support all school staff, governors and parents in inclusion issues.

Definition of inclusion

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 and social background, and the maximising of resources to reduce these barriers.

Coordinating of inclusion

The role of the Inclusion manager is to monitor the inclusion policy and report annually to the governing body 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; purchase appropriate resources; monitor pupil
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progress; liaise with parents; coordinate cross-phase / cross-school transition; coordinate external specialist provision. The Inclusion Manager is responsible for keeping the Head Teacher 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 diversity of pupils’ needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class. Additional in-class support is available in all classes, which is provided by teaching assistants. 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. Staff support pupils with emotional and behavioural difficulties, as well as working with the more able and talented pupils in need of extension and enrichment.

There is a timetable for the provision of pupils with statements of Special Educational Needs and Provision plans who require specialist literacy, language or behaviour management programmes. This happens with the support of external agencies. A range of extra-curricular activities are available during lunchtime and after school, for example: art club, homework club, computer club; school choir, football and sports club and motor group.

External support

There is access to additional specialist advice and support from the LA’s Specialist Support Services, the Speech and Language Service, Pupil and School Support, Behaviour and School Support, Communication and Autism Team. When needed Specialist teachers from these services provide intervention in the form of direct teaching, in-class support, counselling, and assessment of pupils’ needs and progress. The school also has access to an Educational Welfare Officer (EWO) and an Educational Psychologist(EP). The E.P. is able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, early years provision, as well as assisting with the identification and assessment of pupils.

Assessment procedures

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 fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, the P scales for pupils with learning difficulties and the National Curriculum levels of attainment. All teachers monitor and review pupils progress using these assessment criterias. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils’ work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and tracking. Pupils are set individual challenging targets which are inline with guidance that all pupils, irrespective of difficulties, should make two sub levels progress a year. Pupil progress is monitored and reviewed termly.
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The school’s reward system of house points, and certificates of achievement for outstanding work and performance, effort, all contribute to raising pupil self-esteem and motivation. Where there are behaviour difficulties in a class behaviour plan is implemented. If this is not successful then an individual behaviour plan is written.

Professional development

The Assistant Head Teachers oversee 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 are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school and in other schools.

Parent partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child’s education. Parents are seen as partners in the education process. All parents are welcome to contact the Inclusion Manager if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child’s progress. Inspire workshops happen once a year in each class and in addition to this parent workshops focussing on areas highlighted by our School Strategic Plan. A half termly curriculum booklet for parents is produced outlining which topic area will be covered in each curriculum subject area for each year group.

Evaluating the inclusion policy

The inclusion policy is reviewed annually at the end of the academic year. Policy 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, and the comments from the annual parent questionnaire. In light of the findings, the policy is revised and amended accordingly.