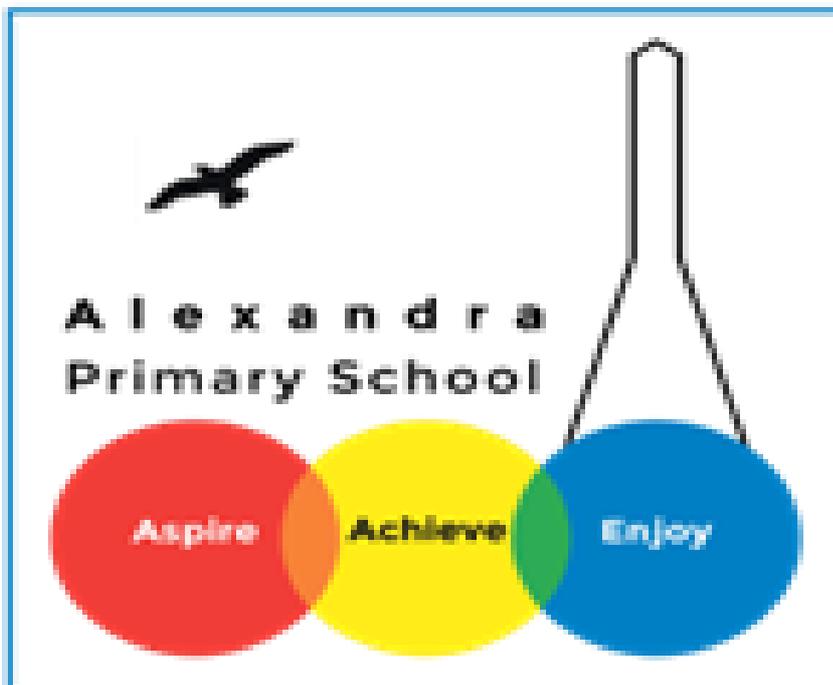


Alexandra Primary School Inclusion Policy



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| Last reviewed | December 2018 |
| Next review | September 2019 |
| Signed by Chair of Governors | Caroline Schloss |

Alexandra Primary School Policy for Inclusion

Alexandra Primary School is committed to the provision of a high quality education for all its pupils. All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them regardless of gender, ethnicity, ability, attainment or length of stay.

All children are equally valued in school. We strive to maintain and develop an environment where they can flourish and feel safe.

Alexandra Primary School is committed to inclusion. Part of the school's strategic planning for improvement is developing an ethos where, policies and practices include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equality of opportunity for all. We pay attention to the provision for and the achievement of different groups of learners, in particular:

- girls and boys.
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with 'special educational needs'
- learners who are disabled
- those who are more able or have a particular talent
- those who are 'looked after', or have been previously, by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion
- new entrants who have experienced previous difficulties
- children receiving PPG funding

This policy describes the way we meet the needs of children who would otherwise experience barriers to their learning, these may relate to sensory or physical difficulties, learning difficulties or emotional or social development, or they may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Alexandra we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion manager. Staff roles and responsibilities – see appendix 1

The SEN Governor is Mrs Margaret Luchman she is also the governor with a responsibility for overseeing safeguarding and child protection.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure compliance with all Equal Opportunities, Race equality legislation and best practice guidance
- To ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children labeled as having additional needs.
- To continually monitor the progress of all pupils, to identify any needs as they arise and to provide appropriate support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils identified as having SEN, , early learners of English or as being more able.
- To ensure that pupils with SEN, those for whom English is an additional language or those who are more able are perceived positively by all members of the school community, and that SEN, EAL, PPG, more able provision is positively valued and accessed by staff and parents/carers.
- To enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers in planning the provision for their child's needs.
- To involve the children themselves, where appropriate, in planning and in any decision-making that affects them.

Inclusion Principles

- Staff at Alexandra Primary School value all pupils and support and promote inclusion.

- Within the school, staff and pupils will be involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Staff, parents/carers and pupils have challenging, realistic expectations for achievement and participation in the whole life of the school.

Access to the Environment (See also School Accessibility Plan)

- Alexandra Primary School is a single site school, with two main buildings, the Foundation stage classes and year 1 are in one building and . Year 2 and KS2 are in the other. The school is built on two levels with stairs from ground floor to first floor. The ground floor is accessible to wheelchair users via the . playground ramp

Arrangements for providing access to learning and the curriculum (See also School Accessibility Plan)

- The school will ensure that all children have access to a "balanced and broadly based" curriculum, and that the National Curriculum'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 areas are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes place within teacher planning. Learning intentions are made explicit and activities may be adapted, or planned separately as appropriate. A range of methods for responding or recording will be planned for and used as appropriate.
- Additional ICT/ SEN resources will be used to enable children with sensory or mobility impairments or a specific learning difficulty to access the curriculum as appropriate.
- The school will ensure that the school's curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access for Assessment (see also School Access Plan)

- If appropriate we provide alternatives to paper and pencil recording, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, use of sound buttons, role-play and drama, video, photographs, use of ipad and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Access to Information .

- We adapt printed materials so that information is accessible to all parents / carers and children – as appropriate, for example through the use of translation or interpreting, signing, enlargement or one-to-one support.
- Details of our plan to improve access to information are contained in the schools' Accessibility Plan.

Admission and Transfer Arrangements

- The school follows the Local Authority guidelines on admissions and transfer arrangements. Details of these are included in the school's information booklet.
- Prior to starting school, parents/carers of children with an EHC Plan (Education and Health Care Plan) . will be invited to discuss the provision that can be made to meet their identified needs.
- Families who need support in completing admissions applications or Primary / Secondary transfer forms are supported

Listening to pupils identified with additional needs

- Alexandra encourages the inclusion of all children in the Whole School Council format and other consultation groups.
- We encourage Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through making the information and meeting itself accessible and unthreatening.
- Children have access to the school counsellor on a weekly basis through TALK TIME
- Individual pupils may have a communication passport or a one page profile outlining their needs.

Working with parents/carers

- Alexandra recognises that there will be a number of parents/carers of children within the school who themselves have additional needs. We work to try to ensure they are fully included in parents/carers' activities. We make sure that we hold parents/carers' meetings in the Hall that is accessible. We offer interpreters or signers to our parents. We use Communicate in Print to support understanding.

Disability equality and trips or out of school activities

- Alexandra tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children on a residential visit, and provide additional support for individual children as required.

Evaluating the Success of the School's Inclusion Policy

- Every year, we analyse the performance data we have on our pupils at the end of their key stage, and compare this to the data for similar schools in Haringey and Nationally. We look closely at children on the SEN register, more able pupils and children from all ethnic groups. We also analyse data on behaviour, bullying, discriminatory incidents and exclusions. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs or EAL attaining the expected level at the end of KS1 and expected level or above at the end of KS2
 - An increase in the percentage of children recorded as being more able attaining "Greater depth"
 - A reduction in poor behaviour, discriminatory incidents and exclusions
- We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act and the Race Relations Amendment Act (2000).
- The Inclusion Manager will provide information to the governing body as to the number of pupils receiving special educational provision through SEN support and EHCPlans as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to Inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Inclusion Manager will make information available to the governors about the numbers of children identified, the support given and the progress that has been made by these children.

- Relevant governors will lead the monitoring of the policies by the governing body, through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN, EAL or more able provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- A pupil progress review of all pupils takes place termly and samples of work are used as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve the expected level and above at the end of Key Stage 1 and the expected level or above at the end of Key Stage 2. These targets aim towards increasing the number of children with additional needs who achieve these at the appropriate Key Stage. Our success in all these areas is evaluated annually.
- The school's staff team will review the policy itself annually.

Dealing with Complaints

- Any complaint about the policy, provision or practice, should, in the first instance, be raised with the Inclusion manager, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, a formal complaint should be made to the Head Teacher. The Head will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's complaints policy.

Updated December 2018

Roles and Responsibilities

Appendix 1

| | Early Years Foundation Stage EYFS | KS1 and KS2 |
|--|--|--|
| The Governing Body | *To work with practitioners to develop and monitor EYFS policy and approach to provision for children with SEN / EAL | * To work with practitioners to develop and monitor the Inclusion Policy and the approach to children with SEN/ EAL *Establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. *To appoint a Link Governor with responsibility for monitoring the school's work on behalf of the children with Special Education Needs. *To report to parents annually on the schools Inclusion Policy *To ensure that SEN/ EAL provision is an integral part of the school's development plan. |
| Headteacher | *Day to day responsibility for managing all aspects of the school's work including provision for children with SEN/ EAL *Keeping the Governing Body fully informed *Working closely with the Inclusion Manager | |
| Inclusion Manager | *Responsibility for the Inclusion Policy *Responsibility for implementing policy and monitoring impact *Day to day operation of policy and provision for children with SEN/ EAL | |
| Teaching Staff | *EYFS co-ordinator is responsible for the day-to-day managing of all aspects of EYFS work, including the provision for children with SEN/ EAL. | *All teaching staff are responsible for the day-to-day management of provision for children with SEN/ EAL *Provision of planning and resources for any non-teaching staff supporting children with SEN/ EAL in their class. |
| Non-Teaching Staff (inc Teaching Assistants and Nursery Nurses) | *Give feedback to class teachers on IEP targets *Responsible for the day-to-day planning and resources for any interventions that they teach and for working with groups allocated to them in whole class teaching. | |
| All staff working with SEN/ EAL children | Be involved in the development of the Inclusion Policy and be fully aware of the processes for identifying, assessing and making provision for children with SEN/ EAL | |

