



## *Inclusion Policy*

*Autumn 2010*

*Review Date: Autumn 2011*

*Review Date: Autumn 2012*

*Review Date: Autumn 2013*

*Review Date: Autumn 2014*

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Headteacher

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Chair of Governors

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Date

# *Featherstone Wood Primary School*

## **General Statement:**

This Inclusion policy has been approved by the Staff and Governors of Featherstone Wood Primary School. It is linked to other school Policies: SEN, Equal Opportunities, Health and Safety, Behaviour, Anti-Bullying, Child Protection, Sex and Relationships, Race Equality and Admission.

At Featherstone Wood, we believe that every pupil is entitled to develop their full potential. Educational experiences are provided which not only develop pupil achievement but recognise individuality. Diversity is valued as a rich resource which supports the learning of all. We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

## **Aims:**

-  to help pupils develop their personalities, skills and abilities
-  to provide appropriate teaching which makes learning challenging and enjoyable
-  to provide quality educational opportunities

## **Objectives:**

-  to ensure implementation of Government and Local Authority (LA) inclusion recommendations
-  to ensure the school's inclusion policy is implemented consistently by all staff
-  to ensure any discrimination or prejudice is eradicated
-  to identify barriers to learning and participation, and provide appropriately to meet a diversity of needs
-  to ensure all pupils have access to an appropriately differentiated curriculum
-  to recognise, value and celebrate pupil's achievements, however small
-  to work in partnership with parents/ carers in supporting their child's education
-  to guide and support all school staff, governors and parents in inclusion issues

## **Definition of Inclusion**

Inclusion is a continuous 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.

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### **Co-ordinating inclusion**

Featherstone Wood's Inclusion Co-ordinator (InCo) is currently Rebecca Smith. This role will be a 0.6 role and Rebecca will be working 3 whole days a week. Her role is to:

-  monitor and review the Inclusion Policy
-  monitor and assess inclusive provision
-  identify barriers to learning and provide staff with appropriate advice and strategies
-  share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants
-  purchase appropriate resources
-  monitor pupil progress
-  liaise with parents
-  co-ordinate cross-phase/cross school transition
-  co-ordinate external specialist provision

The Inclusion Co-ordinator is responsible for keeping the Headteacher 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**

Featherstone Wood Primary School offers a continuum of provision to meet a diversity of pupils' needs. Pupil Premium currently funds a 0.2 Speech and Language practitioner to support Early Years pupils. In addition Pupil Premium also funds a 0.1 counsellor to support emotionally vulnerable pupils across the school. Additional in-class support is available in all classes, provided by Teaching Assistants (TAs). TAs support pupils with emotional and social difficulties, as well as working with gifted and talented pupils and those with more specific educational needs. It is the responsibility of the class teacher to plan and monitor the support given by TAs.

Laptops are available to support learning in every classroom. In-class and out-of-class provision is available to pupils who require specialist literacy, numeracy or social interaction programmes.

### **External support**

The school has access to additional external specialist advice and support from the LA's Sensory and Learning Support Service, the Specific Learning Difficulty Base (Leys), the Outreach Services (Woolgrove), Education Support Service, the Physical Impairment Team, the Speech and Language Service, the Behaviour Support Team, the Children Looked After Service, Social Services and the School Nurse. Specialist teachers from these services provide intervention in the form of direct teaching, in-class support, school, class or pupil based consultations, staff training needs, counseling and assessment of pupils' needs and progress. The school also has access to an Attendance Improvement

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Officer (AIO), Educational Psychologist (EP), Teaching and Learning Advisors (T+L A) and a link adviser (HIP).

### **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 uses a consistent nationally recognised assessment system, which relates to the Early Years Foundation Stage Profile, the P scales for pupils with learning difficulties, the extended scales for pupils with English as an additional Language (EAL) and the National Curriculum levels of attainment, including exceptional performance for gifted and talented pupils.* All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers termly moderate and standardise samples of pupils' work and achievements across the curriculum.

Early identification of underachievement is a priority through pupil progress meetings, SLT data monitoring and/or teacher or parent referral to the InCo. Pupil progress is monitored and reviewed at least termly. Pupils are set individual challenging targets which address the area of learning need.

The school's Behaviour for Learning system focuses positive attitudes toward learning and class targets. Rewards are given in a variety of ways including individual, whole class and whole school. Parents are invited to share in the celebration of these awards. This contributes to raising pupil self esteem and motivation.

### **Professional Development**

The Senior Leadership Team 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 courses disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good practice within school and also in other schools.

### **Parent Partnership**

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. The Inclusion Manager holds monthly surgery sessions to discuss any concerns with parents and appointments can also be made at any other time. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. A class curriculum letter for parents is distributed at the beginning of each term outlining topic areas to be covered by the class.