



CONSTANTINE C.P. SCHOOL

Inclusion Policy

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for provision of children at Constantine Primary School.

LEA and NATIONAL GUIDELINES have been taken into consideration in the formulation of this policy.

IT WAS DEVELOPED through a process of consultation between all members of the school community including teaching and non-teaching staff, parents, Governors and pupils.

IT WAS APPROVED by the Governing Body in April 2015

REVIEW OF THIS POLICY is annual and will be subject for formal review as per the School Development Plan.

Compliance with legislation

This policy is a statement of the arrangements for Inclusion at Constantine School. It has been written in response to the Special Educational Needs Code of Practice (effective from 2014), the Special Educational Needs and Disability Act, and the National Curriculum 2014.

The SEND Code of Practice: 0 to 25 Years is the statutory guidance that organisations in England have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans for 0-25-yearolds (EHC) have replaced Special Educational Needs Statements and learning difficulty assessments, and will set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

It is also read in conjunction with our Tackling Radicalisation and Extremism Policy Dec 2015

Aims and objectives

As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards. We are an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups of children within our school:

- Minority ethnic and faith groups
- Children with SEN
- Girls/boys
- Looked After children
- Children with medical needs
- Children who need support to learn English as an additional language
- Children who have physical disabilities
- Gifted and talented children
- Children who are at risk of disaffection or exclusion

We aim:

- to include all pupils in all aspects of school life and to give pupils a voice in their own education;
- to work together with parents and carers and to fully involve them in their child's education;
- to work together with all partners in the education of the young person; • to continue to raise staff awareness of inclusion by ongoing staff development;
- to maximize the learning potential of all pupils and raise educational attainment for all;
- to promote the personal, social, moral and cultural development of all children;
- to recognise and celebrate the progress and achievements that all members of the educational community make;
- to develop inclusive practices throughout the educational community and to promote equality of access and opportunity for all learners;
- to ensure that resources for SEN are closely matched to need;
- to seek to continuously monitor and evaluate the success of our policy and practice;

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At Constantine School we provide education for all pupils through a variety of access strategies, including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity.

When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we also support learning through intervention groups, emotional support and appropriate external specialists. In such cases, staff work closely with these agencies to support the child.

Teachers ensure that children:

- feel secure and know their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious background;
- are taught in groupings that allow them to all experience success;
- use materials that reflect a range of social and cultural backgrounds without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully with appropriate regard to disabilities or medical needs;
- work in partnership with parents and carers.

Monitoring, evaluation and review

In order to determine the effectiveness of this Policy, it is necessary to monitor and evaluate its impact. This will be achieved by Head Teacher who will monitor and evaluate the effectiveness of the Inclusion Policy by:

- curriculum health checks;
- monitoring and analysing of data to ensure individual pupils are meeting their targets;
- consultations with parents/carers and pupils;
- writing Pupil Profiles including the setting and evaluation of targets;
- monitoring of behavioural, racial and bullying incidents;
- monitoring of absence and lateness data.

Working with the local authority

All local authorities must provide children and young people with special educational needs and/or disabilities, and their parents/carers, with information and advice about these matters and social care. This support should be provided through an information, advice and support service which should be impartial, confidential and accessible. The local authority 'must take steps to make these services known to children, their parents and young people'.

Local authorities are to publish a 'Local Offer' showing the support available to all children and young people (aged 0-25) with special educational needs and disabilities in the area. This will mean greater transparency so that children, young people and families will know what help they can get.

Our Inclusion and SEND policy is to work actively to support the improved cooperation between local authorities and health services, to ensure education, health and care services for children and young people with special educational needs and disabilities are jointly planned and commissioned.

Our School Offer is on the website.

New Policy created April 2015; amended July 2016

To be reviewed every 2 years