

# Sandford St Martins First School

## Inclusion Policy

September 2009

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# 1. General Statement

At Sandford St Martins First School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. 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. In this school, 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.

## 2. Aims

The 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 to the different groups of children in our school:
  - ❖ Girls and boys.
  - ❖ Minority ethnic and faith groups.
  - ❖ Children who have English as an additional language.
  - ❖ Looked-after children.
  - ❖ Children under Child protection Procedures.
  - ❖ Travelling families and those temporarily housed in the Women's Refuge.
  - ❖ Children with special educational needs as defined in the *SEN Code of Practice, 2001*.
  - ❖ Children with disabilities as defined in the *SEN and Disability Act: Part 4 2001*.
  - ❖ Able and talented children.

### 3. Objectives

The school's inclusion objectives are to:

- Ensure implementation of government and LEA 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 in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

## 4. Inclusion statement

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

## 5. Inclusive provision

The school offers a continuum of provision to meet a 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 TAs. 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. Teaching assistants can also provide additional support to pupils learning English as an additional language. Computers are available to support learning in every classroom.

## **6. Specialist provision**

A full time Ta is employed to work with children with speech and language needs. She also manages the Learn to move group at our school. (Movers and Shakers)

## **7. External support**

The school has regular access to an educational welfare officer, the educational psychologist, EMAS worker, speech and language therapist, school doctor, and a SEN caseworker. Further outside professionals are available for support as necessary.

## **8. Resource allocation**

The SENCo organises and plans the amount of additional in-class and external specialist support required by pupils at School Action Plus and with a statement. The pupils at School Action receive in-class support from TAs.

## **9. 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 early learning goals to monitor the progress of pupils in Reception. The school uses P scales and the National Curriculum levels to monitor the attainment of pupils in Key Stages 1 and 2. All teachers monitor and review pupil progress using the school's assessment policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum. See the school's Assessment Policy for further details.

Underachievement is identified as early as possible through teacher referral and additional assessment for instance standardised reading and spelling tests.

Pupils are set individual challenging targets, which address any areas of underachievement. Pupil progress is monitored and reviewed half termly. See the school's SEN Policy for further details.

The school's reward system contributes to raising pupil self-esteem and motivation. See the school's Behaviour Policy for further details.

## **10. Professional development**

Staff are informed about training courses, seminars and networks, which relate to inclusive educational practice. Staff attending any courses are asked to disseminate and share their knowledge with other staff within the school as appropriate. TAs feedback to the TA team at regular TA Meetings.

## **11. Parent partnership**

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Often parents' concerns are the early warning of potential difficulties with a child's learning. These concerns are always taken seriously.

Parents are seen as partners in the educational process. All parents are welcome to contact the Inclusion leader 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. The home-school agreement outlines how parents can support their child's learning at home.

## **12. Evaluating the inclusion policy**

As inclusion is an ongoing process, this Inclusion Policy will be reviewed annually amended accordingly.

## **13. Inclusion leader**

Mrs C Pampin  
September 2009

