



Inclusion Policy

Introduction

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.

At Weaver Vale we believe that every pupil has an entitlement to develop their full potential. This can be seen in our 5 star Promise which outlines our vision and ethos for what we aspire to for all children. 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 Weaver Vale our approach to inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to individual abilities, talents and personal qualities. We believe that children's well-being and positive self-regard is a vital ingredient to success and we are proud to promote individuality.

Aims:

Weaver Vale 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 these are presented.
- ➔ 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.

How?

At Weaver Vale we aim to identify barriers to learning as soon as possible after they arise in collaboration with parents and then:

- provide staff with appropriate strategies

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- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants
- purchase appropriate resource
- monitor pupil progress;
- continue to liaise with parents
- coordinate cross-phase / cross-school transition
- co-ordinate with internal and external specialist provision.

The SENDCo 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 in line with the SEN Code of Practice which states that every teacher is a teacher of SEN.

Inclusive provision

The school offers a continuum of provision to meet diversity of pupils' needs. Although all classes are mixed ability and mixed age range, 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, communication and social 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.

At Weaver Vale we have an Autism Resourced Provision and a number of other children who have an EHCP. For each of these children provision is tailored individually based on needs and built upon the information outlined in Section E and F of the EHCP. This is supported by relevant external agencies.

External support

There is access to additional specialist advice and support from the LA's Specialist Support Services, the Early Years Team, 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 National Curriculum for Key Stage 1 & 2, Pre-Key Stage Standards/ The Engagement Model and the Autism Education Trust Framework. All teachers monitor and review pupils' progress using these assessment criteria. A lack of expected progress is identified as early as

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possible through teacher referral and tracking. Pupil progress is monitored and reviewed at set points throughout the year.

Where necessary the school can modify or disapply the National Curriculum and assessment arrangements. The instances where this occurs are very rare and the school would only do this in exceptional circumstances. Where disapplication is viewed as the correct step the decision to disapply would only be made after working closely with relevant families and the Local Authority. The SEN Governor would be involved in this process.

Behaviour

The school's reward system of verbal praise, Class Dojos and certificates of achievement for outstanding work and performance, effort, all contribute to raising pupil self-esteem and motivation. When necessary an individual behaviour plan is written to meet the needs of specific children where the whole school behaviour policy is not appropriate.

Professional development

The Head, supported by the SLT, oversees 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. At Weaver Vale staff are encouraged and supported to pursue individualised CPD based on their individual areas of interest.

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 SENDCo 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.

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
- ➔ The comments from the annual parent questionnaire.

In light of the findings, the policy is revised and amended accordingly.