

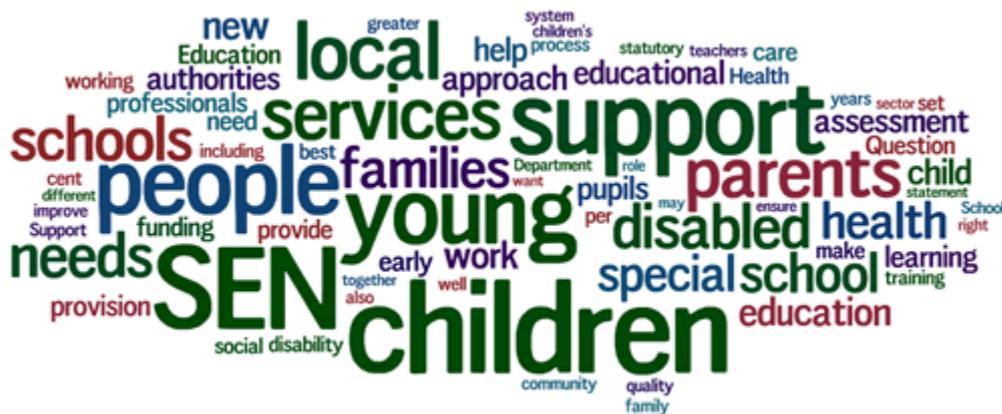
INCLUSION POLICY

Signed V. Garrett Vice Chair of Governors

Date: 19th November 2014

NORTHWOOD PRIMARY SCHOOL

INCLUSION POLICY



This word cloud offers a visual representation of the main themes of the SEN Green Paper (2011). The larger the word, the more heavily it features.

This policy is written in accordance with the 1996 Education Act, the Special Educational Needs Code of Practice 2001, Inclusive Schooling 2001, the Special Educational Needs and Disabilities act 2001 and the SEND Green Paper 2011.

INTRODUCTION

What is inclusion?

‘Inclusion in education involves the process of increasing the participation of children and young people in, and reducing their exclusion from, the cultures, curriculum and communities of local schools.’ Children’s Services Directorate Policy Statement.

At Northwood Primary we start with the assumption that all pupils from our community will be welcomed and included in every aspect of school life. This school is committed to giving every child a high quality education which meets their academic, social, spiritual, physical and emotional needs.

An emphasis on standards and the pursuit of inclusion can be a challenge, however diversity of background and need are seen as a rich opportunity to support the learning of all pupils, especially in the areas of PSHE and Citizenship.

Some children will need additional support to fulfil their potential; whether they have special educational needs, behavioural difficulties, complex physical needs or are gifted and talented in some areas of the school curriculum, this is all part of the inclusion process.

The positive ethos of our school is paramount to successful inclusion and is seen as the responsibility of the whole school community.

What are Special Educational Needs?

A child has Special Educational Needs if he or she finds it harder to learn than most children of the same age or has a disability which makes it difficult to learn or use the educational facilities.

For example:

- A general difficulty in all learning areas
- Specific difficulties within certain areas of the curriculum, such as spelling, mathematics or writing
- Vision or hearing impairment
- Speech, communication or language difficulties
- A medical or health problem
- A physical disability
- Emotional, social or behavioural difficulties
- A developmental disorder, for example, autism.

OUR AIMS

- To find ways to overcome barriers to learning
- To encourage each child to fulfil his or her potential
- To ensure each child feels happy, safe and successful at school
- To provide every child with a broad, balanced and relevant curriculum
- To meet the special educational needs of each individual child
- To take all reasonable steps to include all children in all aspects of school life at all times
- To seek and take into account the views of each child
- To involve and inform parents and recognise their vital role in supporting their child's education.

IMPLEMENTATION

In line with the SEND Code of Practice we adopt a graduated approach. These are not progressive stages: different responses are appropriate for different children.

WAVE 1. Quality first teaching in the classroom that includes differentiated tasks, support, resources and strategies.

WAVE 2. Additional small group support programs. For example reading programs. This may be needed for a short time only.

WAVE 3. School Action. The child will be supported as in Wave 1 and 2 but will also have an Individual Education Plan which states targets which will be reviewed throughout the school year, and he or she will be recorded on our school SEN register to monitor progress.

WAVE 3. School Action Plus. In addition to School Action support the child may have an assessment, referral or support from another agency.

WAVE 4. A statutory Statement of Educational Need.

Support and Intervention

Currently we offer a wide variety of support and intervention groups; however it is important to realise that children are also supported and encouraged in their normal lessons with their teacher. Work is differentiated so that all children are working at an appropriate level to their individual need; this is called 'Quality First Teaching'. Any group work or intervention is in addition to this support.

Reading support:

- Is targeted individually, in pairs, or small groups using Rapid Read (computer based), Wellington Square, Fuzzbuzz, Trackers and Wildcats reading schemes. We also have a levelled and

colour coded range of reading books for all children to read. Upper Key Stage 2 children have more challenging reading books available in their classrooms. Focused support can target phonics, fluency and comprehension. In Key Stage 1 phonics 'catch up' groups run daily to support children.

- Spelling and phonics groups provide 'catch up' sessions or more specific support based on SWST assessments in Key Stage 2.
- Small groups practise literacy work at sentence level.

Further Curriculum Support:

- We offer specific Dyslexia support with Beat Dyslexia, Sound Linkage, Accelerated/Write and ELS resources and schemes of work.
- Maths can be supported with 1:1 support, paired work or small groups, using multi-sensory and practical approaches. We also provide extension small group teaching for very able pupils.
- We provide multi-sensory handwriting support and exercises for handwriting using the upper body.
- When needed we run a Developmental and Co-ordination difficulties (DCD) group, we call it Stamp Class. This intervention addresses issues with balance, fine and gross motor skills, hand to eye co-ordination, following instructions, listening skills and self-esteem.
- We work in partnership with the Speech, Language and Communication Team to support with speech therapy, language support and social use of language skills.
- Where needed we are able to run Emotional Literacy/Wellbeing groups (ELSA) to support children to understand and cope with their feelings, this includes anger management.

- We work with children to support their behaviour, sometimes individually or in groups, for example, a playtime games group.

This program of support is tailored to the needs of the children and therefore is provided as required. We are always adapting and adding to our provision regularly through training courses to offer more support to our children. Our plans for the future include helping to provide children with advanced social skills support and care for bereaved children and their families.

What is gifted and talented?

- Gifted - A child who exceeds, or has the potential to exceed, the usual ability for their age in an academic subject.
- Talented - A child who exceeds the usual ability for their age in a non-academic area of the curriculum, such as dance or art.

Extension

Children who excel in any area of the curriculum will be challenged in their everyday lessons, as part of 'Quality First Teaching'.

This could be:

- More challenging questions in Maths
- The expectation that the child writes more using ambitious vocabulary in Literacy
- Achieves a faster time in Cross Country running.

We provide extra experiences for our Gifted and Talented Children this could include:

- Extension groups for Maths in Key Stage 2. We have offered an after school 'Challenge' Club for Key stage 2 pupils, focusing on teamwork and leadership skills.

- We have linked with other primary schools in the area to work with published authors on a writing day.
- We have also had links with the Secondary school, and Cowes Cluster Schools to provide Sports opportunities.
- We are involved in the More Able and Talented Challenge Programme at Newchurch Primary.
- Children attend Able Maths Days at Cowes Primary.

We continue to seek even more opportunities for our able pupils in the future.

Roles and Responsibility

The Governing Body

- The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND.
- The Governing Body must report to parents annually on the school's policy on SEND.
- The Governing Body will nominate one governor with responsibility for SEND.
- The SEND governor will liaise regularly with the Inclusion leader and report back to the full Governing Body.

The Headteacher

- The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.
- The Headteacher should keep the governing body fully informed and also work closely with the Inclusion leader.

The Inclusion Leader

- The Inclusion leader is a member of the Leadership Team within the school.
- The Inclusion Leader in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

The Teaching Staff

- **ALL** teachers are teachers of children with Special Educational Needs and Disabilities, and actively seek to adapt the curriculum to meet their needs.
- All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process, through writing and reviewing IEP's and collaborating with the children's parents and carers.

At Northwood Primary School we work as a team to support your child with their learning. Any initial concerns should be addressed to your child's class teacher. However, you are also very welcome to meet with the Interim Inclusion Leader, Miss Hussey (sometimes called the SENCO) or our SEN Administrator, Mrs. Haynes. We welcome enquiries and opportunities to support or pass on information. In addition to this the Headteacher, Miss Hussey will welcome any questions or concerns about your child's progress. Mrs. Strand, our Assistant Head, is also our Foundation Stage teacher and so is well placed to support with concerns or questions about Early Years children. Our team also includes a nominated governor who has an interest in Special Needs Provision within the school. We also have a very dedicated and experienced team of Learning Support Assistants who can support and encourage the children in many

ways, both as part of whole class teaching and in specific small group or 1 to 1 intervention.

Working in Partnership with Parents and Carers.

‘Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEND to achieve their potential’

(2:1 SEND Code of Practice 2002)

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education
- Have knowledge of their child’s entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Parents are encouraged to contact the child’s class teacher or the Inclusion Leader as needed, either by telephone or appointment. We are often available before and after school if you want to have an informal chat.

Parents are involved in supporting the target setting process for IEPs and their views are sought for reviews. We include this process as part of our regular parent's evenings, however longer appointments are always available when requested. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEND can be provided with additional information about Special Educational Needs. We also provide information about the Parent Partnership service. This is a free service, which supports parents of children with SEND. Additional information and/or leaflets are available from us on request. We can also provide contacts for specific support groups or other agencies.

Admission arrangements

The Governing body and Head teacher are responsible for admission arrangements; please refer to the separate Admission's Policy. However, we are committed to being an inclusive school and children will be treated with equality, and not be discriminated against on the grounds of race, gender, or ability.

Facilities for vulnerable pupils, those with SEN or who are disabled

Northwood Primary School is fully accessible for children with disabilities, with the necessary slopes needed for wheel chair access and disabled toilet facilities.

Links with other schools

We work closely with our feeder playgroup, also on site, and create many opportunities for children to visit and prepare for their

transition to our Reception class. We also visit and observe children in their playgroup setting and our links with parents are initiated at this stage. We visit children from other pre-school settings as well, to ensure their transition to 'big' school is a happy one.

Information about any child with an already identified special need is passed onto the Inclusion Leader and the Reception Teacher in advance of the child starting school in September. Any outside agency involvement, for example, speech therapy, will continue.

We also take care to ensure that children transferring to Secondary school are prepared and confident to make the move. We liaise closely with SENCOs and Inclusion Leaders at the Secondary schools. Paperwork is passed on and discussed. Additional visits can be arranged for children and parents when required. This also includes talking to Secondary schools about children on our Gifted and Talented register.

Any child transferring to a new school mid-year, or phase will also have paperwork passed onto their new school relating to SEND and their support and progress at Northwood Primary School.

As part of a small community we work closely with our local area cluster of Primary Schools, sharing the services of an Educational Psychologist and training opportunities. We also have links with our local Special School, Medina House, for outreach services and support.

Links with other agencies and voluntary organisations

We work regularly with other agencies and voluntary organisations, who we can contact on your behalf to obtain advice, support or information. These include:

Parent Partnership

Parent Voice

Children's Services

Barnardo's, Parent and Family Support Service.

Occupational Therapy

Sensory Impairment Team (Vision and Hearing)

School Nurse

Educational Psychology Service

Autism Spectrum Outreach Service (Greenmount Primary)

Isle of Wight Autism Group

Young Carers

Speech, Language and Communication Team.

YMCA Counselling support.

Medina House Outreach.

Complaints Procedure

If you have any concerns please let us know as soon as possible so that they can be addressed. The Parent Partnership service exists to support parents of children with additional needs and can be very helpful and supportive. We can pass on their contact details and they will offer to support you in meetings to discuss any issues or complaints.