

Aston St Mary's School Policy

Subject: Inclusion	Author: Jennifer Dean
Effective date: April 2018	
Review date: April 2019	

1. Purpose

This policy sets out how Inclusion is implemented at Aston St Mary's School for all pupils, including Early Years

2. Scope

This policy applies to all teachers, ancillary staff and governors

3. Definitions

Inclusion: Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be encountered by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

INCO: Inclusion Co-ordinator

SENCO: Special Educational Needs Co-ordinator

SEN: Special Educational Needs

LSAs: Learning Support Assistants

PSHE: Personal, Social and Health Education

EAL: English as an Additional Language

PTFA: Parents, Teachers and Friends Association

EHCP: Education Health and Care Plan

SLT: Senior Leadership Team

4. Development of Policy

This policy has been drawn up in response to the Government Policy on Inclusion and serves as an umbrella policy for SEN, Equal Opportunities and Behaviour.

5. Aims and Objectives

At Aston St Mary's School we believe that every pupil has a right to achieve their full potential. We aim to provide educational experiences to develop pupils' attainments and recognise their individuality. We value diversity as a rich resource which supports the learning of all. We work to adopt a balanced, relevant and challenging curriculum to meet the needs, talents and personal qualities of the children.

Aims

We aim to

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Ensure equality of educational opportunity

Objectives

- To implement government and LEA inclusion recommendations
- To eradicate any forms of discrimination or prejudice

- To identify any barriers to learning or participation
- To provide appropriately to meet a diversity of needs
- To ensure all pupils have access to an appropriately differentiated and challenging curriculum
- To recognise, value and celebrate all pupils' achievements, big and small
- To work in partnership with all staff, governors and parents on inclusion issues
- To encourage children to celebrate Christian and British values

6. Role of the Co-ordinator

The role of the co-ordinator is to monitor the Inclusion Policy and report annually to the governing body on its effectiveness, monitor and assess inclusive provision, identify barriers to learning and provide staff with appropriate strategies; support the development of classroom teachers and LSAs, purchase appropriate resources, monitor pupil progress, liaise with parents and co-ordinate external specialist provision.

7. Inclusive Provision

We offer a continuum of provision to meet a diversity of pupils' needs. All classes are of mixed ability but class teachers have the flexibility to set smaller ability groups within their class for mathematics and literacy. Additional support from LSAs may be available and is usually targeted towards those individuals and groups of children who have been identified, through the school tracking system and SEN monitoring, as failing to make the expected level of progress.

Extra curricular activities (lunchtime and after school clubs, trips and visits) are available to all children.

8. External Support

The school has access to the educational psychology service which provides advice and guidance in areas such as gifted and talented pupils, gender issues, early years provision as well as assisting with the identification and assessment of pupils' individual needs. There are a number of specialist teachers who may be contacted to advise on areas such as specific learning difficulties, physical or emotional difficulties or speech and language difficulties.

9. Assessment Procedures

All children deserve to have their achievements and progress recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school uses the consistent nationally recognised assessment system, which relates to the Early Learning Goals for Foundation Stage pupils, the P Scales for children with learning difficulties, the Extended Scales for EAL, and the National Curriculum Age related expectations and beyond.

The SLT and all teachers monitor and review pupil progress using this assessment procedure, see our Assessment Policy.

10. Professional Development

Through the school's performance management system all staff discuss their personal training and educational needs with their line manager and an annual plan is drawn up which provides for these needs wherever possible.

11. Parent Partnership

We promote parental partnership by

- Working collaboratively with parents on the Governing Body and the PTFA
- Keeping in touch via our weekly newsletter, parent mail and website
- Seeking the views of parents through questionnaires
- Providing opportunities for parents to talk about their children's progress both at parents consultation evenings and, by appointment, when there is a need or concern
- Providing information about planned learning within the child's class
- Providing homework at an appropriate level to support learning
- Providing a comprehensive annual report on their child's progress
- Agreeing an Education Support Plan for children with SEN
- Welcoming parental support both at home and within school

12. Evaluation and Review

This policy will be reviewed annually. The quality of provision will be monitored by the head teacher, SLT and the INCO who will report to governors.

AUTHORISATION

Signed by the Chair of the Curriculum Committee on behalf of the Governing Body, who approved this policy:

Date:.....

Signed: