

Date created:

Rodney House School



## Inclusion Policy

Reviewed: November 2016

Signed by Governor:

## **Introduction**

**Inclusion runs like a thread throughout the fabric of the school.**

The mission statement of our school talks of learning through teamwork and trust. We are committed to giving all our children every opportunity to achieve the highest of standards. Pupil performance and well-being go hand in hand and our school actively seeks to achieve the outcomes as set out in the Every Child Matters agenda. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, disability, attainment or background. This policy should be viewed alongside other school policies which enhance and support inclusion. This policy is reviewed on a cyclical basis and shared with staff at staff meetings. All staff have access to training related to inclusion.

## **Aims and Objectives**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school:

- children with special educational needs, sick children
- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- Looked After Children
- any children who are at risk of disaffection

## **Curriculum**

The Early Years Foundation Stage Curriculum and National Curriculum are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

**Providing a wide variety of learning environments such as garden, outdoor environment:**

- 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 a wide range of curriculum enrichment opportunities to meet the needs of individuals or groups of children.

. following programmes provided by the SaLT, OT and the physiotherapist where appropriate

#### **Layering Curriculum with a wide range of enrichment activities:**

- Animal Therapy at the Donkey Sanctuary
- Riding adapted bicycles at Wythenshawe Wheelers For All
- Jabadao
- Heuristic Play
- Regular visits within the local community and beyond

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- is the learning environment appropriate to everyone's needs?
- are our actions effective?

#### **Inclusive Communication Strategies**

(See also the school policies on Race Equality, Equal Opportunities, Disability Equality.)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning work, teachers take into account the abilities of all the children in their care.

Class teams use Total Communication strategies to enable all children to access and engage with learning activities provided. These include:

- signing
- Objects of Reference
- Picture Exchange for Communication System
- visual timetables
- Intensive Interaction
- Low and High tech AAC ( Augmentative and Alternative Communication )
- Songs

#### **Learner Progress**

The progress of each child is closely tracked. Each child has an IEP tailored to their individual needs. Where a child does not appear to make expected progress, the circumstances are analysed and discussed at team level and at whole school moderation level to plan possible interventions. Equally when a child makes better than expected

progress the teams and co-ordinator plan next steps.

All staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

All staff ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions appropriate to their abilities and understanding
- are taught in groupings that allow them all to experience success
- use materials and resources that reflect a range of social and cultural backgrounds, without stereotyping
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- 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, regardless of disabilities or medical needs
- all levels of achievement are celebrated

### **Parents and Carers**

It is vital that there are positive relationships between home and school. This is of utmost importance to the development and well-being of the child. The staff at Rodney House endeavour, in collaboration with outside key agencies, to put support in place for families where needed.

Shared information between home and school is key to building up a picture of the child's strengths and areas of need to better inform planning for that child.

We communicate between home and school by phone calls, home/school diaries, bus escorts, IEPs, reports, school website, review meetings, parent consultations, questionnaires, family learning events.

There is an open door policy in school and parents/carers are always welcome to come to school and spend time in class or talk to a member of their child's team. We are constantly open to further improving our practice and any suggestions are welcomed.

Concerns by parents/carers are taken very seriously and every effort is made to resolve issues quickly and effectively for all concerned. Where this is not possible, complaints are dealt with in line with school complaints policy and procedures. (See school website)

### **SEND Disability Equality - children with disabilities**

All the children in our school have Special Educational Needs and Disabilities (SEND) and consequently need additional resources. The school is committed to providing an environment that allows all the children full access to all areas of learning. The school building is fully accessible.

**The Team (under the direction of the teacher) ensures that the work for all children:**

- . is in creative and accessible ways for the children in their care.
- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in the most simple of activities
- . includes the use of appropriate and/or adapted materials and resources reflect positive images of difference.

Regular cyclical reviews of curriculum and whole school policies ensure that their impact meets the statutory requirements of the Disability Equality Act 2010 (see also Disability Equality Policy).

### **Collaborative Working**

At Rodney House we work in partnership with local schools and other agencies to ensure the best provision and inclusive opportunities for the children in our care. This may include transition planning.

### **Resources and ICT**

Children should have access to a wide range of equipment that will enable them to explore and develop and practice new skills from their own starting point. The resources should start at a sensory level and progress through to equipment appropriate to developing ability.

Technology is used as a valuable means of communication, switches are used to give a voice to those who are unable to speak.

Touch screens and interactive whiteboards are available in all classes and Smartboards are used across all bases.

## **Governors**

Governor input and opinions are sought through the planned programme of Governor Meetings and through informal discussion during visits to school. Rodney House is fortunate to have amongst its governing body parents and professionals with personal experience of inclusion issues and a commitment to opening pathways for all.

## **The Community**

Children have access to local community amenities, activities, learning environments on a regular basis. Examples are:

- library
- park
- shops
- cafes
- health centre
- buses
- local schools