

Elmsett C. of E. V.C.P. School

Inclusion Policy



Document Control

Updated:	October 2016
Person responsible:	Headteacher
Written by:	Headteacher
Monitored by:	Headteacher
Reviewed by:	Resources Committee
Next review:	Spring 2020 or as needs dictate
Adopted on:	
Signed:	

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1. INTRODUCTION

All children have a human right to be educated within their peer group. At Elmsett School we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At Elmsett school, we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school.

2. DIFFERENT GROUPS IN THE SCHOOL

- Girls and boys
- Minority and faith groups
- Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with Special Educational Needs
- Gifted and Talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers and those children from families under stress
- Any pupils who are at risk of disaffection and exclusion

3. ROLES AND RESPONSIBILITIES

At Elmsett School, all staff have a responsibility to promote inclusion:

- It is important that all children are treated fairly, achieve their potential and have an opportunity to learn effectively without interference or disruption
- All children have a right to respect and individual help from their teachers and other staff
- All children should have access to all aspects of the Curriculum
- The well-being of all children is fostered and children are given extra support when experiencing difficulties

4. ADMISSIONS POLICY

All applications for places at Elmsett School will be treated fairly as part of Suffolk County Councils Policy. No child will be refused a place in the school because of their special need, disability, race, gender or background. (admissions are handled by Suffolk County Council for the school on this basis).

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Reception/Foundation teacher meets with the Play leader and invites parents in for initial

talks. If the school is aware of Special Educational Needs before a child starts school, Elmsett School will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At Elmsett School every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or which have come into the country recently. Assistance will be sought from LEA/bi-lingual teachers/teaching assistants if translation is necessary.

5. MONITORING

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to individual needs) from what the school provides.

- All Reception pupils are assessed at the end of Foundation Stage with an ongoing 'Foundation Profile'. Children transferring from other schools are assessed on entry using Foundation Profile. These assessments are used to inform the school of any diverse needs the child may have.
- To monitor progress and attainment, the pupils take part in Suffolk Reading tests and Youngs spelling programme.
- Year 2 and Year 6 take the SATs tests and years 3,4 and 5 have end of year tests.
- Suffolk Reading results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Head Teacher/Senior Management Team.
- Records are kept of any incidents of a serious nature, including racial incidents, and copies are sent to the LEA.
- The attendance of pupils is monitored constantly by the Office Administrator at school, Headteacher and EWO. The EWO is alerted if attendance becomes a cause for concern, below 80% (although informal talks are held termly before this occurs).

6. DISAFFECTED PUPILS

At Elmsett School, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

7. PARTNERSHIP WITH PARENTS

Elmsett School recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect. At Elmsett School, parents are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher. Parents are consulted on all Special Needs Issues and included in Special Needs review meetings.