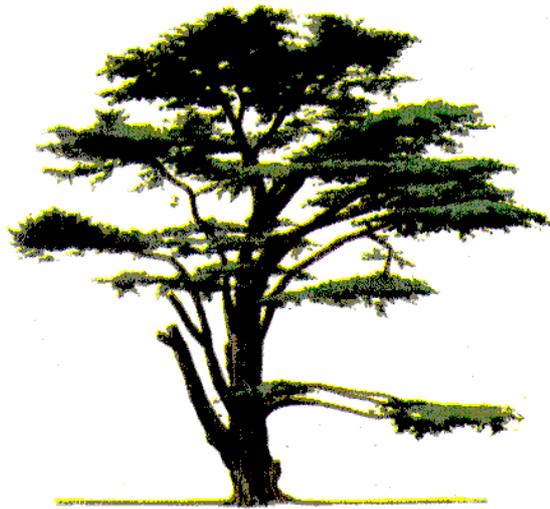


The Cedars Primary School



INCLUSION POLICY

This policy was reviewed in	September 2016
Next Review Date: September 2018	

The Cedars Primary School

Inclusion Policy

“An educationally inclusive school is one in which the teaching and learning, achievements and well being of every person matters”

Introduction

Every child at The Cedars has a Statement of Special Educational Need or an Education and Health Care Plan, or is in the process of getting one. Their primary need will usually be Severe Social, Emotional or Mental Health Difficulties with associated challenging behaviour. Many children will also have additional Special Needs. A high proportion will have Speech, Language or Communication difficulties or be on the Autistic Spectrum. Some will have Moderate Learning Difficulties or Specific Learning Difficulties such as Dyslexia or Dyspraxia.

At The Cedars we promote an ethos of equal opportunity and we are committed to providing a broad, balanced and effectively differentiated curriculum for all our children. We have high expectations for all our children and the achievements, attitudes and well-being of each child matters.

This policy helps to ensure that this school provides a high calibre, appropriate and inclusive curriculum that allows every child to participate in all areas of school life to the best of their ability, irrespective of ethnicity, attainment, age, disability, gender, background, special or additional needs.

Our Aims

At The Cedars we believe that an inclusive school:-

- encourages and motivates all children to learn to the best of their ability
- ensures that all children are respected and treated justly and fairly
- provides equal opportunities and full access to the National Curriculum
- sees parents, carers, children and school as partners in the child's education
- ensures collaborative working between agencies.
- provides opportunities for re-integration where appropriate

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Staffing

- We provide a friendly and welcoming ethos at the school. New staff are given an induction programme to help them familiarise themselves with the routines of the school. New staff have regular meetings to review progress and ensure that they have necessary information. New, class based staff will be paired with more experienced staff where possible.
- The school follows employment guidelines when it comes to appointing staff. Within school, staff are given opportunities to apply for senior positions.
- Regular professional development and training ensures that staff have the knowledge and understanding to effectively meet the needs of our children.
- Technology is used by staff to help them plan and prepare lessons and support monitoring and assessment. Access to the internet and all the resources it produces is also a valuable tool. The school is constantly looking to keep up to date with the latest technology and software to help staff remain current
- All teachers are given time for planning, preparation and assessment each week.
- Teaching Assistants (TAs) have an important role to play in the school. They are encouraged to participate in meetings, are given areas of responsibility, are able to work independently and are consulted annually on their own professional development.
- The school has created three Lead TA roles to provide career progression for TAs and support the Senior TA in her management role
- TAs, teaching staff and the School Business Manager attend daily briefings and debriefs.
- When appropriate we hold whole-school training which includes all categories of staff.
- Staff are able to request professional development which will allow them to meet the specific needs of individual or groups of children as appropriate
- We have a Speech and Language Therapist who works in school for one day per week.

Children

- Children are encouraged to work with and support each other in all areas of school life and taught to understand and work alongside children from different ethnic, religious and social backgrounds.
- There is a School Council, providing children with the opportunities to contribute to the work of the school. Each class has two representatives and the council meets once a month during school time.
- The school has a meaningful work programme which develops children's citizenship skills and builds self-esteem and responsibility. In return for completing their jobs, children are awarded points.
- Children are taught to treat staff, each other and school property with respect. Appropriate sanctions are used which are identified in the behaviour policy. Staff will respond positively and promptly to concerns raised by children.
- The school assesses the progress of all its pupils on a regular basis through formal assessment and target setting. The school also uses the Boxall Profile to address the emotional needs of children and provides a nurturing environment to underpin this.
- The school building provides access for all children. Where adjustments need to be made for particular impairments these are undertaken.

Parents

- The school values the role parents/carers play in the education of their children and works closely with them.
- Before a child is admitted to The Cedars, the parents are invited for an initial interview with the Headteacher, together with the child. This provides an opportunity to look round the school, share information and allows the parents to ask questions. After the child has started, a home visit is undertaken to initiate a dialogue between home and school and to allow parents to share any concerns they may have in an informal setting.
- The school holds a parent consultation evening once a term and an Annual Review of the Statement or EHCP is held where targets are set for the coming year. We actively encourage parents to attend these and will rearrange meetings if needed or hold them in the home if parents experience real difficulties in getting to school.
- If the parents are required to attend a meeting, such as a TAC meeting or to complete a referral for support for an external agency and they are unable to get to The Cedars for social or medical reasons the school will endeavour to make a home visit wherever possible.

- Daily contact with parents is maintained through the home/school diary and phone contact is also made when needed.
- Written contact with parents is always done in an accessible font and clear English
- The school will seek to provide an interpreter when needed.
- Parents are invited to the school for Christmas concerts, sports days assemblies as well as additional events throughout the year.

Curriculum

At The Cedars, children have access to a broad and balanced curriculum which covers the full National Curriculum. We provide an inclusive curriculum by:-

- addressing the differing abilities of children through teachers' planning. Visual, auditory and kinaesthetic approaches are used.
- all staff using language appropriate to the age and abilities of the child, giving consideration to their speech, language and communication difficulties.
- ensuring that all children are given equal access to all areas of the curriculum and school life and additional support is provided to appropriate children in order to ensure this happens.
- ensuring that the school is well resourced to meet the individual needs of the children. Technology is now used in the majority of curriculum areas and appropriate equipment is made available for children with specific impairments.
- holding specialist curriculum weeks which help children to understand and appreciate other cultures and individual differences.
- running an activity week for Yr 6 children which involves undertaking a range of physical activities and develops their social skills, life skills & citizenship.
- Makaton, Cued Articulation and Widget are used as appropriate to the individual need and age of the child.

After School Clubs

At The Cedars we offer a range of after school clubs. However we are aware that places are limited and that these may cause transport difficulties for some of our children. With this in mind we offer a broad range of Clubs during curriculum time on a Friday afternoon.

Behaviour

- The school has a clear behaviour policy that has been developed and is continually reviewed by ALL staff.
- The school works hard to tackle racism. It has clear procedures in place for recording and reporting issues and there are clear sanctions for children. Issues are regularly addressed through assemblies and PSHE.
- Children's behaviour is regularly monitored by staff. When it is felt that a child is ready for a return to mainstream, appropriate re-integration programmes are established and supported by staff within the school.
- The school works hard to address bullying. Appropriate sanctions are in place, it is addressed through assemblies and PSHE.

Community

- The school has developed links with the community which allows children to develop their social and citizenship skills. Children play sporting fixtures against mainstream as well as special schools.
- Children visit the local library and receive visits from various artists and workshops. They also visit local churches, mosques and temples to support their RE. A wide range of educational outings are arranged for all children and we encourage a variety of people to come into school to enhance learning.

Attendance & Exclusion

- The majority of children at The Cedars are brought into school by borough transport which is arranged by the Local Authority. An increasing number are now brought to school by parents as the LA looks to decrease its spending on school transport.
- The school has an excellent attendance record. When a child is absent from school, parents are contacted to enquire why the child is absent and when the child is likely to be back in school.
- Where attendance is a concern, the school involves the Educational Welfare Service
- The school aims to operate a non-exclusion policy though the Headteacher still retains the right to exclude a child in certain circumstances. Internal exclusion and school sanctions enable children's

behaviour to be sanctioned effectively and appropriately without learning time being lost.

Health and Safety

At The Cedars Primary School we take safety extremely seriously and assess each individual situation according to foreseeable risk. This may mean that, at times, our provision differs from that which is outlined in this policy