



NEWBRIDGE SCHOOL

AND SPECIAL EDUCATIONAL NEEDS SERVICES

Newbridge School	
Policy title	Inclusion Policy
Agreed by Governing Body/P&F Committee on (date)	
Signed by Chair Governing Body/P&F Committee on (date)	
Date reviewed	December 2014
To be reviewed date	January 2018

INCLUSION POLICY

1.0 STATEMENT OF PRINCIPLES

Our school aims to be a fully inclusive one.

Newbridge School values the individuality of all pupils. We are committed to giving all of our pupils every opportunity to learn, grow and develop. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

Diversity is not viewed as a problem to overcome, but as a rich resource to support the learning of all. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

Our school is concerned with developing inclusive values, shared by staff, pupils, governors and parents/carers that are conveyed to all new members of the school. These principles underpin the development of policies and practice through a continuous process of school improvement.

This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. Participation is a learning community where all are welcome, their needs are met and personal strengths are recognised.

2.0 DEFINITION

In 1994 The Salamanca Statement was issued (adopted following the International Education Conference):

“Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning...every child has unique characteristics, interests, abilities and learning needs...education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.”



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In 1999 the DfEE stated: -

“We owe all children – whatever their particular needs and circumstances – the opportunity to develop their full potential to contribute economically and to play a full part as active citizens”

Every Child Matters document reports Change for Children will strongly support the principles of personalisation, as identified in the five components of personalised learning (DfES, 2006).

1. Assessment for Learning
2. Effective teaching and learning (including grouping and ICT).
3. Curriculum entitlement and choice.
4. Organising the school.
5. Beyond the classroom including extended boards.

Newbridge School supports the key principles of Inclusion and we uphold that “young people learn in different ways, at different paces and have widely varying interests and aptitudes” (DfES 2004).

3.0 AIMS

The aim of this policy is to set out the commitment of Newbridge School to the principles of inclusive education and to set out its responsibilities in respect of implementing this commitment across all its relevant activities.

- We aim to develop and maintain an ethos in which all members of the school feel valued and achievement is celebrated.
- We aim to work towards an inclusion orientation where the school community work towards removing barriers, which restrict full access to education for all pupils.
- The variety of children’s needs should be recognised and met through varied and flexible provision.
- All pupils are entitled to have access to a broad and balanced and relevant curriculum, which has been differentiated to meet individual needs.
- All pupils are valued.
- All children and their parents/carers are entitled to be treated with respect and to have their views taken into account. All arrangements should protect and enhance the dignity of those involved.
- The school wishes to work towards inclusion in an open and collaborative partnership with other schools, governors, agencies, professionals, voluntary bodies and parents/cares in order to provide opportunities for pupils to learn in a safe, stimulating and caring environment.
- Staff, parents and children must feel confident that inclusion presents benefits for the pupil.



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- All parents/carers should be able to access the environment, receive information and be able to celebrate their child's success.
- To work with local communities and break down barriers to inclusion.

4.0 INCLUSIVE PRACTICE IN NEWBRIDGE SCHOOL

At Newbridge School inclusion is: -

- Valuing diversity – developing a culture of acceptance in which all pupils can be valued equally, treated with respect and be given appropriate opportunities.
- Working as a two campus school – provision is made to ensure effective inclusion and communication across both sites.
- We operate a system of grouping pupils. The construction of groups is designed to offer an appropriate curriculum to all our pupils, given the diversity of needs and growing divergence as pupils grow older.
- Individuality – development of inclusive practice should not create situations where individual needs of a pupil are left unmet. Newbridge School will use a range of flexible responses to meet individual needs.
- We provide high quality pastoral care, support and guidance.
- We recognise, reflect and celebrate the skills, talents, contributions and diversity of all our pupils.
- Safeguarding the health, safety and welfare of pupils.
- The majority of pupils attending Newbridge School have a Statement of Special Educational Needs or from September 2014 (EHC plan) and this will be reviewed annually by a multi professional team.
- Pupils are assessed by a range of means and Individual Education Plan (IEP) targets are established. These targets are reviewed termly and parent/carers contribution is sought.
- Wherever possible, staff endeavour to present positive images and role models in their displays, teaching materials etc.
- Subject leaders are responsible for purchasing age appropriate resources.
- Makaton signing and symbols are used throughout both sites and some pupils have individual communication aids to develop their communications skills.
- Taking care to balance the needs of all members of the school community.
- Developing its role as part of a flexible continuum of provision responsive to the changing needs of children with SEN by offering assessment places, dual placement and outreach support to mainstream schools.

4.1 INCLUSION LINKS

Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.

Inclusion at Newbridge School is seen clearly as a two way process. Pupils are actively encouraged to participate in a full range of activities outside school in a range of settings and



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also the school actively seeks a full and wide range of people / experiences to come into school from the surrounding community and wider afield, (a full list is available).

Throughout a pupil's time at Newbridge School, there will be regular and exciting opportunities to visit places/people/take part in activities in the wider community and also whole school/key stage groups will have age appropriate visitors to stimulate and bring experiences into the school. As pupils grow older and into the last phase of their school career, the opportunities to visit, work, study and explore in the community increases and forms a significant part of their school week.

Newbridge School currently has a learning links established in a local primary school. There are also additional links with other schools that may be a pupil's neighbourhood school. Newbridge School considers the links are mutually beneficial in that they provide our pupils with access to differing curricular and social experiences in mainstream settings and offer mainstream pupils the chance to learn of the differing needs that are presented by other people within their community.

Whilst we cannot always guarantee the time pupils will spend on links (this varies from year to year depending on timetables), we try to ensure: -

- The focus of the link should be relevant to pupil's strengths and interests.
- Pupils should benefit from the link in terms of curriculum opportunities and social integration.
- That if a pupil is clearly benefitting from inclusion, the length of the link should be extended where possible.

5.0 VOLUNTEERS

We have a range of volunteers who help in both sites, who offer a range of cultural, emotional and practical support to the pupils. We also actively support mainstream pupil volunteers in school, this provides our pupils with age appropriate role models and contact.

6.0 PROMOTING THE UNDERSTANDING OF INCLUSION

Newbridge School promotes a wider understanding of Inclusion. We will try to ensure that language used in documents and discussions to describe our pupils, promotes celebration of their achievements and values all contributions from every pupil.

7.0 RAISING AWARENESS AND CURRICULUM SUPPORT

Newbridge School will provide ongoing support to its staff through multi agency working, INSET, and staff development in order to: -

- Raise awareness of all groups with regard to their specific needs.



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- Develop the school's curriculum policies, so that they address inclusion issues and take into account a wide range of the learner's needs.
- Support staff to ensure that they feel skilled and confident to work with the students within our school and other environments.

Wherever possible and appropriate, all staff are offered training and development in line with the school's School Improvement Plan (SIP) and individual staff needs to address the pupil's learning difficulties and specific health and safety needs.

8.0 LINKS WITH OTHER AGENCIES

The school recognises that for many pupils with complex/challenging needs, there is a need for support from more than one agency for them and their families. We are committed to joint agency planning for all pupils who need it and will work closely at all levels with these agencies and the voluntary sector to ensure effective provision and smooth transition between phases of education and life.

On site we have access to specialist staff, e.g. speech and language therapist, physiotherapist, school nurse, lifeguard and visiting professionals from a range of backgrounds, e.g. specialist teachers, social workers, educational psychologists, careers advisors etc.

9.0 OUTREACH SUPPORT

Newbridge School identifies and shares successful inclusive practice in our own and other schools.

Newbridge School is the base for two Outreach Services.

- Newbridge Outreach Service supports children in all Redbridge schools with medical and physical difficulties aged 2-19 years.
- Special Educational Resource Centre (S.E.R.C.) provides ICT assessments and training to identified pupils with special educational needs in the Redbridge Local Authority.

Both services are fully committed to developing training, skills and practical hands on experience to help staff support pupils with SEN in a variety of settings.

10.0 PARENT SUPPORT

The school seeks to support the pupils and their parents to be fully involved with school and has a Parent Support Assistant for 4 days per week. She supports families with a whole range



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of school and other issues including help with benefits , equipment, grant applications etc.as well as with out of school learning opportunities.

11.0 PARTNERSHIP

The school wishes to work in an open and collaborative partnership with schools, colleges, community providers, voluntary bodies etc.

The contribution of each sector is valued.

12.0 ACCESS

The school has an accessibility plan in place, which is regularly reviewed. Both schools are fully accessible.

13.0 MONITORING AND EVALUATING THE SUCCESS OF THE POLICY

This policy will be regularly reviewed by the Leadership Team, Advisors, Inspectors and Governors.

The Policy and/or procedures will, where necessary, be revised in light of these evaluations. Newbridge School is committed to developing a culture of acceptance in which all children can be valued equally, treated with respect and provided with equal opportunities within education.