



INCLUSION POLICY

Mission Statement

Whitehall Schools working in partnership with our community, are committed to providing quality education in a caring and stimulating environment. We value each child and encourage all pupils to achieve their full potential.

Rationale:

Our school is committed to providing an appropriate and high quality education to all children.

As a school we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of additional including learning, health, behavioural, emotional and physical. We aim to provide for pupils who are gifted and talented and recognise that they may need specific provision. We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the school that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

Diversity is valued as a rich resource, which supports the learning of all. In this school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our school is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices which include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We follow guidance from various documents on this such as SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2013, Ofsted Section 5 Inspection Framework 2012, Equality Act 2010, Education Bill 2011 and the Children and Families Bill 2013.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners including:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an Additional Language (EAL)
- learners with special educational needs
- learners with medical needs
- learners who have a disability
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick, those who are young carers, those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development; or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential

Aims and Objectives

The aims of our Inclusion Policy and practice in this school are:

- To provide an accessible curriculum for all
- To secure high levels of achievement for all
- To meet individual needs through making reasonable adjustments and offering a wide range of provision

- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Allocation of Resources to and amongst Pupils

Provision will be mapped to show how we allocate resources to individual needs and the cost calculated.

Arrangements for partnership with parents/carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets

- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Links with other settings / Transfer arrangements

- Teachers of children joining from other schools will receive information from the previous school; if there are any additional needs the Inclusion Manager/SENDCo will telephone to discuss further.
- All Year 2 pupils transferring to Whitehall Junior school have a comprehensive transition. The Inclusion Manger / SENDCo from the infant school will meet with the relevant staff from the junior school to discuss vulnerable or children of note.
- The Inclusion Manager/SENDCo will discuss pupils transferring to schools outside of the Whitehall Schools with the receiving SENDCO

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly works with professionals from a range of services in order to accommodate individual needs.
- Social Services and the Education Welfare Service will be accessed through the recognised channels.
- There are many voluntary organisations supporting SEND and other vulnerable groups. The Inclusion Manager maintains an up to date list or they can be accessed via HGfL. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organizations will be displayed in the school reception area.

Listening to pupils

In order to include children, give them ownership and allow opportunities for them to make decisions we seek to gather the views and opinions of the pupils in our

school in a variety of ways, some of which are outlined below ...

- We have Circle Time throughout the school; this provides an opportunity for all children to express their thoughts, feelings and ideas.
- We include all children in target setting and encourage and support them to take an active part in their reviews. Staff ensure when preparing for the meetings that they are accessible and unthreatening.
- As part of the process of monitoring the work of specific groups the Inclusion Manager will carry out a pupil voice activity in addition to looking at work and planning. This ensures that any conclusions drawn from looking at written evidence can be confirmed and therefore accurate judgments made about whether or not provision is appropriate.
- Pupil voice activities are carried out by class teachers and subject coordinators.

Working parents/with a disability

- We recognise there will be a number of parents/carers of children within the school who may have a disability, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall as this is an accessible space. We also offer interpreters for some languages by prior arrangement.
- If a parent/carer has individual access needs the school will find an alternative method of communication for example: large print or regular telephone contact if this is the preferred method of contact.

Disability Equality and trips or out of school activities

- Risk assessments are carried out to ensure trips are inclusive for all. They are planned for in advance and any specific individual needs e.g. wheelchair access are taken into consideration and arrangements made accordingly to ensure that everyone is able to participate.
- All children are welcome at our afterschool activities and we liaise with the parents/carers to ensure additional needs are met.

Admission arrangements

- No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- Admission to reception is on a part-time basis for the first few weeks. Arrangements are flexible and through discussion with the school we cater for individual needs and specific transition requirements.

- Prior to starting school, parents/carers of SEND children will be invited to discuss the provision required to meet the identified needs of the child.

Links to other Policies

This policy acts as an umbrella to a number of other policies in school. These include: Equality Policy, SEND, EAL, Medical policies, Welfare of Children, Gifted and Talented and Child Protection.

Review: This policy will be reviewed annually.

*The SENDCO is Heather Stephens
The Inclusion Manager is Rachel McDaid
The Inclusion Governor is Wade France*

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