



‘LEARNING, GROWING, ACHIEVING TOGETHER’

Inclusion Policy Statement

Agreed by the Governing Body on:.....5-10-17

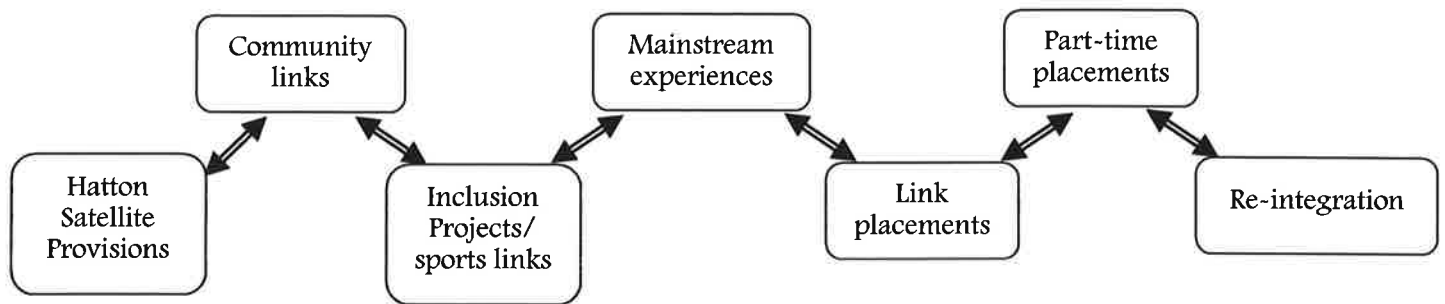
Signed:.....*Clare Downey*
(Chair of Governors)

Date to be reviewed:Autumn 2020

INCLUSION POLICY

Vision

At Hatton we are committed to promoting and developing inclusion and view inclusion in its broadest sense. We aim to provide a range of options along the continuum of inclusion for our children where barriers and obstacles can be systematically reduced and removed, both in our school and across the local community.



We work in partnership with parents, pupils, mainstream schools and the local community to increase inclusive experiences and opportunities. Inclusion is viewed in relation to the individual needs of each pupil and personalised to their needs.

Aims

- To provide effective learning opportunities for all our pupils across a broad curriculum and maintain the highest quality of specialist teaching.
- To develop our facilities as a specialist resource base that can provide advice and support for mainstream schools.
- To provide a high standard of outreach support for pupils in mainstream schools.
- To facilitate and promote the development of inclusive practices.
- To develop links between special and mainstream schools which allow pupils in both settings to have a variety of experiences.
- To develop and be included in joint projects that involves special, mainstream schools and the local community.
- To develop a range of flexible placement options and to increase numbers of children reintegrating to mainstream schools.
- To provide staff with a variety of training for complex needs.
- To model good practice in working with pupils with special educational needs across the local authority.

Entitlement

As a Rights Respecting school this policy links directly to articles 3 and 23:

Article 3 – “All organisations concerned with children should work towards what is best for each child.”
(*United Nations Convention on the Rights of the Child*)

Article 23 – “Children who have any kind of disability should have special care and support so that they can lead full and independent lives.” (*United Nations Convention on the Rights of the Child*)

Article 28 (right to education) – “Every child has a right to education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries to achieve this. (*United Nations Convention on the Rights of the Child*)

This policy takes account of the Unesco Salamanca Statement made in 1994, which called upon national governments to adopt the principle of inclusive education for all children

Government policy has expressed a strong commitment to a more inclusive society and a more inclusive school system.

Government policies on inclusion have been clearly expressed in the Green Paper “Excellence for All Children” (1997), “Programme of action” (1998) and Removing the Barriers to Achievement (2004)

Legislation has also been passed which further reinforces demands for inclusive action in the form of

- The Human Rights Act (2000), which incorporated the European Convention on Human Rights into English Law.
- The Special Educational Needs and Disability Rights Act (2001), incorporating the new Code of Practice, which came into effect January 2002
- The 2014 SEN and disability Code of Practice: 0 to 25 years

Local policy on SEN and inclusion is reflected in the SEN and Inclusion Action Plan which shows a strong emphasis on special schools working in partnership with mainstream schools.

Implementation

Our SEN provision supports pupils both within the Special school, community and Mainstream settings. Our objectives relating to inclusion reflect the dual nature of that role.

We recognise a continuum of inclusion, which all children can access at some point:-

1. Hatton Satellite Provisions
2. Community links
3. Inclusion projects
4. Mainstream experiences
5. Link placements
6. Part-time placements
7. Reintegration
8. In house class links

1. Hatton Satellite Provisions

Hatton School currently has two satellite provision, with one being based at Manford Primary School and one based at South Park Primary School. The satellite provisions are Hatton classrooms based within the mainstream setting. The aim of the satellite provision is to offer children a supportive mainstream experience. Children who are placed within the satellite provisions are already on role at Hatton School and have been identified as children who would benefit from a supportive and structured mainstream experience. The Hatton Satellite provisions are led by Hatton Staff and currently have one class teacher and two learning support assistants to support the pupils. Within the satellite classes pupils access structured lessons, tailored to meet their individual needs, as well as accessing lessons and activities alongside their mainstream peers.

1. Community links

We provide links within the community in a number of ways. This includes contact with local shops, use of recreational and sports facilities and the participation in community ventures. We also have a variety of visitors from the local community, as well as hosting fun day and fetes.

2. Inclusion projects

We actively participate in joint projects which include group experiences in sport, art, music, theatre and leisure activities. These can involve pupils and staff from both schools interacting in either setting.

3. Mainstream Experiences

Hatton School has an established tradition of strong partnerships with mainstream schools which has enabled us to organise a programme of visits for individual and small groups. We also have pupils who join Hatton for special and regular experiences.

Group experiences within the mainstream settings are becoming more popular, enabling more children to have mainstream links for a period of time, and are normally based a key stage group. The focus of the groups is agreed upon by both schools involved. A group of children from Hatton join a group of children within the mainstream school, taking part in activities led by Hatton teachers. These group experiences are tailored to meet the needs of the pupils identified for the group and give experiences of the mainstream environment in a structured way. Group experiences are reviewed regularly to assess their suitability and impact.

Wherever possible, children will make visits to their mainstream catchment school, although there may be specific reasons for choosing an alternative.

Children generally make visits to the same year group as themselves. They will be supported by a specialist learning support assistant from Hatton School. Visits will initially take place for a block of time before being reviewed, alongside the parents and the mainstream school. Mainstream experiences are designed to suit individual and personalised needs.

4. Link Placements

Some children maintain a regular weekly mainstream link. These links are usually for half or one day per week, according to the need and specific funding granted by the SEN Panel.

Children who have regular links with their Mainstream School may be supported by staff from Hatton School or staff from within the mainstream school.

Some children who are attending mainstream schools also have a Hatton link Placement where they can access the specialist curriculum. These children usually have 1:1 support in their mainstream schools. If such support is not in place, it may be necessary to apply to the SEN Panel.

Both mainstream link and Hatton link placements have a clearly identified purpose according to the needs of the individual. Aims and objectives need to be clearly agreed and reviewed through termly discussions and at Annual Review meetings. Communication and exchange of information is a key factor to success.

5. Part-time Placements

Some children from Mainstream Schools may need greater access to specialist curriculum and may have a part-time placement at Hatton. This could involve a 3/2 day split.

Once again, clear targets will be identified to work on at Hatton with a view to transferring skills to the mainstream environment. Part-time placements are reviewed at a minimum of six months. Regular liaison between the two schools is established and the curriculum balance is closely monitored.

Children on part-time placements may move onto full time attendance at Hatton or go to full time attendance in Mainstream with a Hatton link.

Both link and part placements are seen to offer opportunities for professional exchange and links with training.

6. Re-integration

Our aim is to enable each individual to fully develop his/her own potential, both academically and socially. Developing supportive, effective and personalised programmes of re-integration to enable pupils to move to mainstream schools is seen as an important part of this.

At the outset there will be careful discussion with all involved to outline a Reintegration Plan. This will include a discussion of support needs and expected time scale. Some discussion will also focus on the stages of reintegration which will suit each individual. A request for funding to support this programme will be made to the Local Authority SEN Panel.

Obtaining advance agreement to funding means that funding can be released pro rata and reintegration programmes are not held up by the need for repeated submissions to Panel.

Once the reintegration programme is underway, progress meetings will be arranged to include, wherever possible, parents, mainstream class teacher, SENCo and Headteacher, Outreach support and Hatton class teacher and the pupil.

Each decision to increase the pupil's time at the mainstream school will only be made after such consultation. The pupil's views will also be considered through the Reintegration Evaluation Pupil Sheet.

Each pupil will progress at their own pace, but it must be recognised that reintegration needs to move forward and should be progressive. Some pupils may benefit from a more rapid integration, while others may need a more gradual programme.

Pupils will most frequently begin by attending their mainstream school for a half day. Support at this stage will most usually be supplied by a specialist learning support assistant from Hatton School but as time increases it will gradually be handed over to the mainstream school in preparation for full time attendance.

Individual Education Plan targets will be shared and specific target areas to support reintegration will be identified. Information on curriculum areas and timetable will also be exchanged.

Once full time attendance to the mainstream school has been achieved, support from Hatton Outreach Service can be requested to be included on a pupils Education, Health and Care plan. The SEN panel will make the final decision regarding this.

Identification

Requests for access to mainstream visits, link and part-time placements and re-integration can be made through Annual Review meetings and Pupil Progress meetings. They may come from parental requests and/or school suggestion. We also consider it important that the views of the pupil are heard. Identification of pupils for mainstream opportunities and link placements will follow the Inclusion Pathway and there are certain stages and procedures in place to ensure that decisions are based upon consideration of all aspects of the child's development.

Inclusion profiles will be completed by the pupil's current class teacher, which will give an indication of skill levels and emotional/behavioural maturity and likely support requirements. Teachers will also be asked to complete a curriculum cover form to indicate what areas of the curriculum the pupil is accessing in both settings. Discussions will take place and the views of all concerned (pupils/parents/school) will be recorded. If needed the advice of the Educational Psychologist will be sought. This profile will also outline the type of Inclusion experience which would be best for the pupil and also identify targets for visits.

Assessment

All inclusion experiences are regularly monitored and reviewed. We are adaptive to pupils ever changing needs. Feedback comes in a variety of forms, including verbal feedback, home/school books, school/school books, discussions with pupils and summary reports.

Benefits

The Inclusion programme has a number of clear benefits both for pupils and staff who are in special and mainstream schools:-

- Visits can boost confidence and self esteem. They can also be GREAT FUN!
- They can help to broaden experience and develop flexibility.
- They can provide access to specific curriculum activities in both special and mainstream settings
- They can provide access to good role models in terms of social behaviour and communication.
- They allow us to see if children can generalise learnt skills in a new environment.
- Visits can also re-establish links with mainstream schools where individual children may have previously had difficulties.
- The programme supports moves from Special to Mainstream school and promotes smooth transitions. This is also a key aim for pupils from mainstream schools who have a link or part time placement.
- Inclusion links also provide a wealth of professional development opportunities for staff involved in visits and projects

Review Date: Autumn 2020