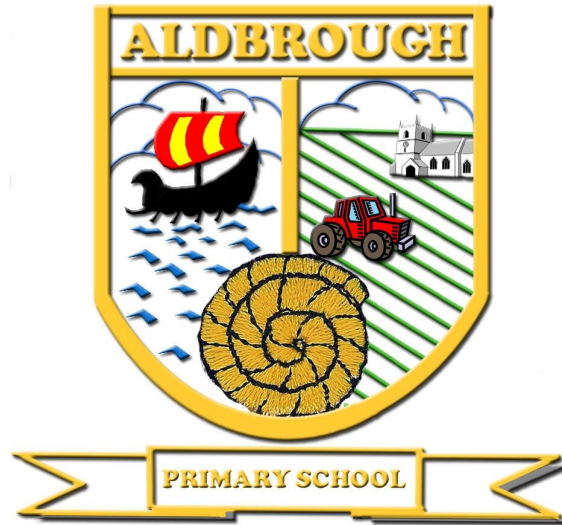


ALDBROUGH PRIMARY SCHOOL



INCLUSION POLICY

DOC-APS-POL-0028

Revision	Amendments	Date	Gov Ratified	
		July 2014		

Inclusion Policy

Aldbrough Primary School aim to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever - their needs and irrespective of ability, race or gender.

The guiding principle that informs this policy is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

We believe that:

É Everyone has the right to education.

É Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.

É Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;

É Every child has unique characteristics, interests, abilities and learning needs;

É Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

É Designing a curriculum to promote a full range of learning, thinking and life skills;

É Providing a broad, balanced and relevant curriculum;

É Using flexible and responsive teaching and learning styles;

É Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;

Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups Of pupils within the school.

These groups include:

É Boys and girls

É Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees

É Pupils who have English as an additional language

É Pupils who have Special Educational Needs

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tion or exclusion, young carers, sick children,

children from families under stress
ÉPupils with disabilities.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- ÉSetting suitable learning challenges
- ÉResponding to pupils' diverse learning needs
- ÉOvercoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- ÉRecognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- ÉProviding high quality pastoral care, support and guidance
- ÉSafeguarding the health, safety and welfare of pupils
- ÉListening and responding to the concerns of children and parents
- ÉTaking care to balance the needs of all members of the school community
- ÉOperating a fair and consistent good behaviour and anti-bullying policy.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- ÉDoes each pupil achieve as much as they can?
- ÉAre there differences in the achievements of different groups of pupils?
- ÉWhat is in place for pupils who are not achieving their potential?
- ÉAre our actions effective?
- ÉAre all our pupils happy to be in school?

Schools and LEAs are required to plan for:

ÉIncreasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

That class placement with age peers is affirmed as the preferred option for students with disabilities, with emphasis on the identification of appropriate and equitable learning and social outcomes. Whole-school programs and practices should be identified that include students with disabilities in the full range of school activities and provide effective social outcomes for all students

ÉImproving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.

ÉImproving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account

and parents preferred formats and are made
e frame.

As well as disabled pupils this policy will include those who:

- Éhave challenging behaviours (including those associated with learning difficulties);
- Éare violent or abusive;
- Éare known persistently to bully others;
- Éhave been excluded or are at risk of exclusion;
- Éhave statements of special educational need for emotional or behavioural difficulties;
- Éhave committed criminal offences or have been referred to the Youth Justice System;
- Éare absent without authorisation;
- Éare involved with drug or alcohol misuse;
- Éare diagnosed as suffering from a complex mental health need;
- Éare schools refusers;
- Éare withdrawn or emotionally vulnerable;
- Éare children from a minority ethnic, cultural or religious background;
- Éare traveller children;
- Éare young carers;
- Édisplay racist attitudes and actions;
- Éare identified as having SEN in accordance with the Code of Practice (CoP);
- Écome from a family background with significant emotional or social need;
- Éare children in public care or referred to as 'Looked After';
- Éhave a significant history of trauma, such as refugees;
- Éare victims of bullying or racism;
- Éare pregnant;
- Éact as prime carers;
- Ésuffer from domestic violence;
- Éhave undiagnosed medical needs;
- Éhave unidentified, social or education needs.

The Education Act 1996 places local education authorities under a duty to make education available for all school aged children in their area appropriate to their age, aptitude and ability. This duty extends to all children residing in their area, whether permanently or temporarily. It embraces, in particular, Traveller children and the children of displaced persons.

The DES circular 1181 paragraph 5 details that the LEA duty extends to all children residing in their area whether permanently or temporarily.

"This duty thus embraces in particular Traveller children including Gypsies".

amended by the Race Relations (Amendment) Act

makes it unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or natural origin. The amended Act also imposes general duties on many public authorities to promote racial equality. Gypsies are recognised as a minority ethnic group entitled to protection under the act.

Commission for Racial Equality

KEY POLICIES:

The following key policies are fundamental to the implementation of this policy:

- ÉAdmissions
- ÉGood Behaviour and Anti-Bullying
- ÉHealth and Safety
- ÉCurriculum Planning
- ÉAssessment, Recording, Reporting and Target Setting
- ÉEffective Teaching and Learning
- ÉSpecial Educational Needs
- ÉHigh Achieving, Talented and Gifted Children
- ÉChild Protection
- ÉEqual Opportunities (inc Race Equality)
- ÉPSHCE
- ÉSex and Relationships

COMPLAINT PROCEDURES

Any complaint that refers to this policy should be referred to the Head teacher. Only if the Head Teacher is unable to resolve the complaint or the complainant is unwilling to contact the Head Teacher should the complainant invoke more formal procedures by contacting the Chair of Governors. A copy of the complaints procedure is available from the school or direct from Education Services at County Hall, Beverley.

In addition to the above, The Secretary of State can intervene where an LEA or school is not complying with the planning duty and can direct an LEA or school to do so.

SPECIAL FACILITIES

Special Facilities which increase or assist access to the school for pupils with Special Needs include:

1. Wheelchair access through the infant classroom door, via the Lower Playground.
2. Wheelchair access into the extension.
3. Wheelchair access through front entrance.
4. Exterior and interior handrails.
5. Shower facility.

grips for the use of wheelchair users or anyone else

INSET

The Inclusion coordinator will attend courses organised by the Inclusion advisers and inspectors in the County. The Inclusion coordinator will deliver INSET on changes to National and East Riding and School policy.

LIAISON WITH OTHER SCHOOLS

We will endeavour to obtain and give full information in relation to any child transferring between schools. Whenever possible personal contact will be made.

LIST OF APPENDICES

- I. COORDINATOR'S JOB DESCRIPTION
- II. CONTACT LIST
- III. INCLUSION CHECK LIST
- IV. CREATING AN ACCESS PLAN ó EXEMPLAR
- V. GLOSSARY
- VI. USEFUL PUBLICATIONS
- VII. USEFUL WEBSITES
- VIII. ROLE OF GOVERNING BODY
- IX. OFSTED AND INCLUSION

I. COORDINATOR'S JOB DESCRIPTION

Aldbrough Primary School

Name: Ann Gledden

Post Held: Inclusion Co-ordinator

1: To monitor and evaluate practice by aiming to:

- a) Be aware of our current classroom practice and evaluate this against school aims and values.
- b) Discuss needs and concerns with colleagues.
- c) Look at Inclusion Policy in the light of the National Curriculum and all other relevant documentation and legislation.
- d) Keep the Headteacher aware of Inclusion standards achieved.

2: To evaluate Inclusive practise through negotiation and agreement with colleagues by:

- a) Carrying out an Inclusion audit.

3: To support other members of staff by aiming to:

- a) Demonstrate good practice, commitment and enthusiasm.
- b) Be involved in INSET and organising INSET for colleagues.
- c) Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
- d) Advocate the importance of Inclusion and maintain its profile as detailed in the School Development Plan.

4: Communicating school policies and practice by:

on policy in consultation with other staff and negotiated and agreed in the School Development

- b) Liaising with other Co-ordinators in the writing and reviewing of policies.
- c) Talking to parents about school policies and practices, in particular the area one co-ordinates.
- d) Talking to Governors about school policies and practices in particular the area one co-ordinates. Introducing Governors to policies as appropriate at Governors Meetings and through liaison groups and working parties.
- e) Preparing the necessary documentation for talking to Inspectors during an Inspection Period
- f) To keep up to date with developments in Inclusion.

To whom responsible:

The Headteacher has the overall delegated responsibility of the school and as such you are responsible directly to him. However as Inclusion Co-ordinator one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.

Sept. 2005

II. INCLUSION CHECKLIST

Identifying Barriers to Access: A Checklist.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school. This list should help you identify barriers to access that exist in schools.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Staff recognise and allow for the additional time required by some disabled pupils to use equipment		

of giving access to disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas -including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms -allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

deliver materials in other formats?

	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

VIII. ROLE OF GOVERNING BODY

The role of The Governing Body is defined in ðA Guide to the Law for School Governors ó Community Schoolsö DFEE ISBN 1 84185 176 0

This guide is available for download from:

<http://www.governornet.co.uk/publishArticle.cfm?topicAreaId=9&contentId=270&context=0>

IX. OFSTED AND INCLUSION

Ofsted defines an educationally inclusive school as... ðone in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.ø

ðEducational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the attainment of different groups of pupils within a school.ø(See Inclusion section on GA web site for more information on ðdifferent groupsø

The guidance reflects the recommendations in the Macpherson Report (from the Stephen

three questions:

1. Do all pupils get a fair deal at school?
 2. How well does the school recognise and overcome barriers to learning?
 3. Do the school's values embrace inclusion and does its practice promote it?
- They are asked to focus their enquiries on significant groups of pupils who may not be benefiting enough from their education. They are asked to be clear about the achievement of such groups and any strengths or weaknesses in teaching, management and other aspects of what the school provides.

Statutory context

Your school needs to be aware of:

- É your duties and obligations under existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination
 - É ethical considerations related to values and social justice and how you promote pupils' spiritual, moral, social and cultural development
 - É the inclusive approach demanded by the National Curriculum when interpreting the educational objectives of subjects and courses provided
 - É Government policies aimed at raising educational standards, including: target setting by schools; promoting the inclusion of pupils with special needs or a disability; fostering better personal, community and race relations
 - É the recommendations of the Macpherson Report
- Ofsted's guidance for inspectors is further organised under 8 questions:

1. What sort of school is it?
2. How high are standards?
3. How well are students taught?
4. How good are the curricular and other opportunities offered to students?
5. How well does the school care for its students?
6. How well does the school work in partnership with parents and carers?
7. How well is the school led and managed?
8. How effective is the school?

Some of the above questions are 'whole school' issues (e.g. What sort of school is it?) while others are more likely to be considered in the inspection of individual departments. The guidance that follows here focuses on the latter (i.e. questions 2, 3 and 4) to provide schools with an agenda that can help them to prepare for an Ofsted Inspection.

Question 2 – How high are standards?

A. The School's results and pupils' achievements

Your school needs to:

ment of different groups of pupils, determine what

shows and use the information to inform teaching and learning

É Consider whether all your pupils are achieving as much as they can and if not, which pupils or

groups of pupils are under-achieving

É Explain differences between groups of pupils in terms of achievement

Questions to ask yourself:

Are pupils with special educational needs and those with English as an additional language or who are gifted or talented making good progress?

Are there significant differences in the standards achieved by pupils of different gender or ethnic background?

Is there any association between under-achievement and different groups of pupils?

Are your pupils overcoming barriers to learning by achieving as much as they can?

A range of different types of performance data should be used to inform answers to the above

questions. For example, inspectors are asked to focus on individual subjects and key skills in lessons by talking to groups or individuals and through analysis of pupils' work or records. (See also the case study: Using Examination Data Analysis to Identify Inclusion Issues on the GA web site.)

B. Pupils' attitudes, values and personal development

Questions to ask yourself:

Are there groups who find engagement in geographical work difficult?

How do your pupils relate to each other, and behave in lessons?

Are your pupils tolerant of other pupils' beliefs, cultures and backgrounds?

Are there significant variations between different groups in terms of behaviour and attitudes to learning?

Are all groups treated fairly in lessons?

Question 3: How well are pupils or students taught?

This section focuses on the extent to which the teaching is successful in enabling pupils with a diverse range of needs to learn effectively.

Questions to ask yourself:

Do you plan effectively, setting clear objectives that your pupils understand?

Do you assess your pupils' work thoroughly, and use assessments to help and encourage them to overcome difficulties?

different groups of pupils to learn in each lesson and

what they actually learn

É understand and plan effectively for individual pupils and groups of pupils

É show your knowledge of your pupils' learning targets by the way you adapt and modify tasks to match the objectives of the lesson

É regularly check that you assess learning against the targets and give constructive feedback

É use appropriate language in lessons

É modify tasks or use ICT to enable pupils who need help to communicate what they know and want to say in writing

É make sure reading materials are suitable for pupils who find reading difficult or need time and help to organise information

É take account of seating position, provision of aids or access to any other equipment when working with pupils with sensory or physical disabilities

É ensure the work that you provide gives a positive image of different cultures and draws on your pupils' experiences when working with pupils from a variety of cultural backgrounds, for example

Do you challenge and inspire your pupils, expecting the most of them, so as to deepen their knowledge and understanding?

Consider how effectively you:

É boost confidence by being optimistic about what your pupils can achieve

É challenge stereotypes and what might be considered stereotypical activities

Do you use methods which enable all your pupils to learn effectively?

Consider whether you:

É show respect to your pupils by using culturally sensitive language, and are alert to the cultural differences in non-verbal communication

É persist in trying out a range of approaches when pupils find something difficult to grasp

É use questioning skills to help pupils to learn

É encourage pupils, particularly those who are reticent, to respond in ways which boost their self-esteem

Do you manage your pupils well and insist on high standards of behaviour?

Consider whether you:

É create a good working atmosphere, supported by good relationships, which encourages good behaviour and recognises when early intervention is needed to avoid conflict and minimise inappropriate behaviour

É give careful and accurate praise and feedback, focused on giving your pupils the confidence to work more independently and make choices

É show you do not condone racism and bullying, either by turning a blind eye, or through dismissive remarks such as 'kids will be kids'

tensions between different groups, or individuals
age them at the time
behaviour is inappropriate, but do so without subjecting

your pupils to shame, guilt or loss of dignity, for example avoiding unfair comparison
with other pupils

Éavoid giving unduly negative feedback but make appropriate and judicious use of
rewards, and foster mutual respect

Do you use time, support staff and other resources, especially ICT, effectively?

Consider whether you:

Émake it easy or difficult for support staff to support individual pupils

Émodify resources to take account of the need to break down a task into smaller steps,
to avoid language that cannot be understood, or to introduce new language, concepts
or knowledge

Émake use of laptops or other technological aids and high quality visual, tactile /
braille or aural aids to support learning

Éemploy learning resources that show sensitivity to different groups and cultures and
do not, through the use of inappropriate images and stereotypes, de-motivate or offend
your pupils or more generally reinforce the prejudiced views that some of them may
hold

Évalue extra support from specialist teachers, learning support assistants and signers
or translators to enhance your pupils' learning, build their confidence and focus help
for those who need it

Éencourage learning support assistants to mirror your inclusive approaches in their
interactions with pupils

Éwork in conjunction with external agencies and support staff for EAL or SEN
incorporating their ideas and knowledge of your pupils

Question 4: How good are the curricular and other opportunities offered to pupils and
students?

Questions to ask yourself:

How far does your school prepare your pupils for living in a diverse society?

To what extent do you tailor the curriculum to benefit groups of pupils who may be at
risk?

How effectively do you implement the National Curriculum requirements on
inclusion?

Does your practice broaden your pupils' experiences or engage them more in school?

Does your school provide a broad range of opportunities, which meet the interest,
aptitudes and particular needs of your pupils, including those with special educational
needs?

Consider whether:

Éyou place a strong emphasis on teaching communication skills where your
pupils have poor literacy skills

activities that develop co-operation where your pupils
may aggressive behaviour.
ensuring equality of access and opportunity for all your

pupils?

Consider whether any grouping, such as setting or withdrawal arrangements, results in appropriate work, reduces pupils' access to a broad and balanced curriculum or disadvantages pupils through derogatory labelling.

Does your school have effective strategies for teaching the basic skills of literacy and numeracy?

Does your school teach pupils to appreciate their own cultural traditions and the diversities and richness of other cultures?

Consider:

• how well your work in this area is supported through equitable distribution of books and resources, including access to translators.

• working with parents, members of community groups and others who can contribute

• setting up displays, and working with your pupils to increase their knowledge and awareness of other cultures.

• ways of dealing with either neutral or hostile reactions from parents or others who believe it is not a priority, particularly in schools which are not diverse ethnically.

• your pupils' understanding of the effects of stereotyping, prejudice, sexism, racism and all forms of discrimination .

• how well you teach your pupils to understand the need for a mutual respect in a diverse society.