



Policy for Inclusion

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By: Team for Outcomes for Children and Learners

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Introduction

The educational provision we provide needs to be adapted to every child's needs to ensure genuine inclusion occurs. We must not see inclusion as the end itself but rather as a means to an end to ensure the child's education is not compromised.

Inclusion is about the quality of children's experience and how far they are helped to learn, achieve and participate fully in the life of the school.'

To be inclusive we need to consider seven broad areas:

- 1) Monitoring the coverage of the National Curriculum and the suitability of the learning challenges
- 2) Children's learning
- 3) INSET for teachers
- 4) Support for the management of inclusion
- 5) Involvement of parents in the learning process
- 6) Target setting
- 7) Assessment.

Identification of vulnerable groups

AEN means Additional Educational Needs and is a broad heading that includes any child who needs action to help overcome barriers to learning they may be experiencing. At Teynham Parochial CEP School we try to identify the characteristics and features that reduce learning opportunities for some of our children. These children fall into the following broad bands:

1. girls and boys (gender issues relating to relative attainment)
2. minority ethnic and faith groups, travellers, asylum seekers, refugees
3. pupils who need support to learn English as an additional language (EAL)
4. pupils with SEN (and pupils in the lowest 20% of performance)
5. pupils with disabilities
6. gifted and talented children
7. children 'looked after' by the LA, foster care, children living with people other than parents but not adopted
8. other children such as sick children, young carers, children in families

- under stress, teenage mothers, children who have suffered bereavement.
9. children from families under stress
 10. any pupils who are at risk of disaffection or exclusion
 11. pupils who arrive after the beginning of a Key Stage
 13. pupils who have experienced exclusion from this or another school.
 14. summer-born babies

Teynham Parochial CEP School aims to create an inclusive culture, produce inclusive policies and develop inclusive practices by using the principles stated in the index for inclusion (2002) and mainstream core standards

Please also see the following policies:

- SEN Policy
- Literacy Policy
- Numeracy Policy
- Behaviour Policy
- Physical Intervention Policy
- Bullying Policy
- PSHE Policy
- Accessibility Policy
- Medical Needs Policy
- Gifted and Talented Policy
- Equal Opportunities Policy
- Attendance Policy

Attainments / Strategies

All teachers use quality first teaching as guidance to ensure that the most effective learning takes place. Teachers are accountable for the progress made within their class for all children.

Below are a range of strategies that are used to ensure inclusion is effective;

- The leadership team will discuss any relevant issues during leadership team meetings and with class teachers during pupil progress meetings
- A record is kept by the SENCO in an SEN register to track concerns and actions.
- Class teachers use teacher assessment to identify children under-achieving then inform parents and gather any relevant family background information.
- The head teacher, deputy and SENCO monitor progress every term, with class teachers continually monitoring progress, of all children, using a range of data including: SATs and CATs. Relevant information is reported to class teachers.
- At Teynham we are experienced in using the following assessment tools to support identification of SEN/AEN: PhaB, Boxall Profile, BPVS, Dyslexia Screening Test (DST), Dyscalculia Screener/Dynamo Maths, COPs, LASS, Rapid, Recall, Ability, Viss, Speech Link and Language link and Diagnostic Test of Word Reading Processes. We also have access to external advisors who are able to use the following assessment tools: Speech and Language Assessments (Speech and Language Therapist) and an occupational therapist.

- Provision mapping and the monitoring of interventions is regularly reviewed
- Parents are contacted by the class teacher, when the school has a cause for concern, and are encouraged to assist children at home. This should be done before an AEN referral is made.
- Advice is sought from outside agencies and issues are brought up at the LIFT meetings, SENCo Forums and SENCo consortium meetings.

Support for home can also be sought from Early Help, CAMHs and Young Healthy Minds.

The leadership team ensures:

- That LSAs have weekly meetings with the SENCo/deputy/head teacher to discuss use of their time, resources and the learning of the children.

The staff at Teynham Parochial CEP School encourages the progress of all children by:

- Setting suitable year group targets.
- Setting suitable Appraisal targets.
- Setting children's group targets.
- Setting suitable targets in whole class work, on class provision maps or individual provision plans and making these available to anyone working with the children.

The senior leadership team will monitor children's progress and if the progress is not satisfactory alternative strategies will be discussed with the class teacher and LSA if appropriate.

Attendance

The office manager will:

- Contact the parents when a child's attendance gives cause for concern
- Inform the head teacher and class teacher if a child is expected to be away for more than two weeks consecutively.
- Will inform the headteacher and class teacher if there is a regular pattern to a child's absence.
- Will inform the headteacher if there is a pattern of poor attendance.

Admissions and exclusions

- The admissions policy ensures no group is discriminated against.
- The governors have responsibility for monitoring this policy.

Classroom participation

- The senior leadership team and other subject leaders will observe classroom inclusivity
- The head teacher and deputy checks that pupils can learn without disturbance and disruption.

- Subject leaders monitor inclusion as part of the subject monitoring process.
- Club leaders will monitor access to extra curricular activities. Any concerns will be discussed with the leadership team.
- All staff informally monitor participation in assemblies and productions. Any concerns will be discussed with the leadership team.
- All staff look for ways of developing the partnership between schools/parents/community.

Pupil and parental satisfaction

The leadership team monitors parental satisfaction through:

- Regular parental surveys
- Termly open evenings
- Informal after school meetings
- Parent contact books

The leadership team monitors staff/pupil relationships through:

- Regular pupil surveys
- Worry boxes made available for children to share issues that give them cause for concern.
- The School Council
- Encouraging playground friends/ buddies to report problems to the teacher.
- Parental questions raised on Open Evenings
- Governors visits to classes

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