

WOODLANDS PRIMARY SCHOOL



INCLUSION POLICY

Updated: July 2016
Review Date: May 2019

Philosophy

`All children have the right to a good education and the opportunity to fulfill their potential. All teachers should expect to teach children with SEND and all schools should play their part in educating children from their local community whatever their background or ability.`

(Removing Barriers to Achievement, DFES 2004)

Woodlands Primary School is committed to ensuring that the core essence of an inclusive education, outlined above, is available to all pupils. Woodlands Primary School provides a caring and friendly environment in which every individual's contribution is valued and the school is committed to equality for all who study here. At Woodlands we are aware that an Inclusion Policy is all encompassing and as such, is linked to a number of other policies and is the responsibility of all staff to implement.

At Woodlands we are aware of the importance of fostering positive relationships with all pupils and their families, if we are to overcome, or at least reduce barriers to learning and achievement. Bespoke programmes are delivered. The following are currently available:

- Assertiveness Training
- Bereavement Counselling (Winston's Wish)
- Conflict Resolution
- Helping Hands
- Peer Mentoring
- Restorative Justice
- Self-Esteem Garden
- Sleep Cheshire
- Volcano in my Tummy
- Kidsafe
- Box Full of Feelings
- Helping Children Cope with Anxiety, Stress and Change
- 1:1 Counselling for Children and Parents

We are also aware that certain sections of the community are more vulnerable than others. Research shows that the following groups of pupils are likely to underachieve.

- Looked after children
- Summer born children
- Boys
- Certain ethnic groups
- Travellers or transient children
- Pupils with SEN
- Pupils eligible for Pupil Premium
- Young Carers

Aims

- To provide a relevant, broad and balanced curriculum which is appropriate to the individual pupil's needs and aspirations
- To provide pupils with a range of varied learning activities and tasks which are responsive to their learning styles
- To set suitable learning challenges
- To respond to pupil's diverse learning needs
- To overcome potential barriers to learning and assessment for individuals and groups of pupils through the provision of bespoke programmes
- To provide all pupils with the opportunity to be involved in the rich and diverse extra-curricular activities available at Woodlands Primary School
- To acknowledge and promote parental involvement and partnership in pupils' learning
- To create a learning culture in which respect is shown and the contributions of all are valued
- To create a welcoming classroom environment that is aware of the importance of Emotional Intelligence
- To create and maintain outstanding partnership working with external agencies.
- To create and maintain outstanding working relationships with parents. This may include a multi-agency approach and/ or TAF team work for the most vulnerable pupils.

Objectives

These objectives relate to the aims of the Inclusion Policy and are intended to show how the structures and systems that are in place actually put the aims into practice:

- To ensure all pupils have access to appropriately differentiated learning opportunities to match their ability
- To ensure that the school's teaching and learning policy is implemented consistently by all staff
- To ensure that teachers differentiate appropriately to enable all pupils to access National Curriculum subjects, make progress and show what they can achieve
- To ensure teachers' planning takes account of pupils' prior attainment, knowledge and experience
- To ensure that teachers take account of differing learning styles
- To identify and remove barriers to learning
- To ensure all pupils have knowledge and access to a wide range of extra-curricular activities
- To promote enjoyment and achievement for all including opportunities to attend gifted and talented courses and RDA.
- To ensure pupils are educated in a safe and caring environment irrespective of age, gender, ethnicity, religion or social background
- To ensure that parents have a wide range of opportunities to be involved in their child's education

Implementation

A number of policies and working documents are used to ensure that the above aims and objectives can be met fully. These are outlined below:

- Removing Barriers to Achievement (DfES 2004)
- SEND Code of Practice 2014
- SEND Policy
- The Companion (SEND)
- Teaching and Learning Policy
- Gifted and Talented (Standards Site)
- Gifted and Talented Policy
- Young Carers Policy

Roles and Responsibilities

It is important to remember it is the responsibility of all staff to ensure Woodlands Primary School provides an inclusive education for all pupils.

Staff have subject leader roles and they will have the responsibility for:

- Reviewing relevant documents and policy as required
- Reporting findings and making strategy recommendations to the Head teacher and Governors.

All staff should ensure that they identify pupils who are experiencing potential barriers to learning and refer them as appropriate to one or more of the following: the School Counsellor, Learning Mentor, SEND Co-ordinator.

All staff should identify any training needs they have in relation to the provision of an inclusive education for all pupils. They should engage with any training provided.

Including Parents

At Woodlands Primary School, we work actively with parents and value their contribution to their child's education. Parental involvement is facilitated by termly consultations, parent forum, curriculum evenings, sharing assemblies and extra-curricular visits and events. Parents are informed of the work on inclusion through curriculum evenings and newsletters. IEP and Annual Review meetings will also enable parents of SEN pupils to work in partnership with the school. TAF meetings will provide additional support for families of vulnerable children who require a multi-agency approach. These meetings will offer parents the opportunity to meet in partnership with the professionals who are working with their children.

Policy Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

June 2016

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