



# ***POLICY DOCUMENT***

## **INCLUSION POLICY**

<b>Date Reviewed</b>	October 2016
<b>Date Ratified by Governors</b>	October 2016 (Pending)
<b>Review Date</b>	October 2017
<b>Responsible Person</b>	Mrs K Davies

# Meadow Park School Inclusion Policy

## **General Statement:**

This school believes that every pupil has the right to develop their full potential. The school provides experiences which develop pupils' achievements and recognises their individuality. Diversity is valued as a rich resource which supports the learning of all. Inclusion, in this school, recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. All staff and Governors are committed to Inclusive practises.

## **Aims:**

The school aims to:

- Help pupils to develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.
- Effectively manage the induction and transitions of pupils so that they feel value, supported and important.
- Develop good relationships with all pupils so they feel valued.

## **Objectives:**

- To ensure implementation of government and Local Authority inclusion recommendations.
- To ensure the school's inclusion policy is implemented consistently by all staff, including non teaching staff.
- To ensure that any discrimination or prejudice is eradicated.
- To identify barriers to learning and develop strategies to overcome these.
- Effectively plan and provide to meet a diverse and varied spectrum of needs.
- To ensure that all pupils have access to an appropriately differentiated curriculum.
- To recognise, value and celebrate pupils' achievements, however small.
- To support all pupils as individuals.
- To work in partnership with parents/carers in supporting their child's education.
- To guide and support all school staff, governors and parents in inclusion issues.

### **SEND & Interventions Manager (SB):**

The SEND & Interventions will be responsible for monitoring the Inclusion Policy and reporting annually to the Governing Body on its effectiveness, and for keeping the Headteacher regularly informed about Inclusion provision in the school. She will monitor and assess Inclusion provision and identify barriers to learning with a view to suggesting appropriate strategies to staff.

In addition to the SEND & Interventions Manager, all teachers are also responsible for meeting the needs of all pupils in their class.

### **Inclusive Provision:**

The school offers a continuum of provision to meet a diversity of pupils needs. Although classes are small, the ability range may vary widely and early assessment provides evidence for those pupils who require extra literacy and numeracy support. This is given on a one to one basis by a learning facilitator and in addition all classes have the support of a learning facilitator.

Computers and ipads are available to support pupils learning in the classroom and smart boards are installed in each classroom to enhance learning. The library contains a good range of books, of all ability levels and is a rich resource which is being constantly developed/updated. Books are banded into levels to allow pupils to easily access reading material which is interesting to them and at their reading level. We also have daily papers and regular magazines to interest and motivate pupils.

Pupils who need support at the targeted or specialist levels of our school's graduated response are given IEP's which show clearly their targets in behaviour, as well as literacy and numeracy and regular monitoring and assessment highlights any problems which can then be addressed.

A range of enrichment activities are available at lunch time and out of school hours, eg, ready steady cook, sports club, DT club, taekwondo and trips and residential visits.

A healthy school tuck shop is under development from a suggestion by pupils, we plan to make fruit and milk drinks, cereal bars and dried fruit available to pupils at break time.

Fresh fruit is available at break times, free of charge, as part of our Healthy Schools Initiative.

The curriculum is very flexible and adapts to meet the needs of learners. The interests and strengths of learners is always taken into consideration and wherever possible the curriculum is adapted to meet their needs. For example some pupils attend college or work based learning specifically to access a course which they are interested in. Due to some of our pupils having an interest in Vocational Education and a clear aptitude in this area this provision has developed in school.

## **Emotional Provision:**

All pupils within the School have been excluded from school for exhibiting challenging behaviours, or were at serious risk of exclusion before admission to Meadow Park. Many pupils have identified behavioural, social, emotional and mental health difficulties and some have Education, Health and Care Plans following an assessment of their special educational needs by the Local Authority.

It is essential that all staff are trained to deal with any emotional difficulties which may arise. Pupils are able to approach any member of staff they feel at ease with to discuss any personal issues and these are dealt with sympathetically and confidentially. Where necessary, outside agencies may be called upon to assist in solving individual problems, or to assess situations concerning pupils. Educational Psychologist, School Nurse, Dyslexia Specialists and Speech and Language Services are all able to support the school in such cases. These services are also available to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, as well as assisting with identification and assessment of pupil' individual needs. The school makes excellent use of its own resources which include the provision of a mentoring and therapy team, and a 0.5 educational psychologist post.

## **Assessment Procedures**

The school fully embraces a consistent, nationally recognised assessment system, the 'SNAP B' to show progress in behaviour patterns and responses to interventions. We have our own bespoke system of 'Progress Points,' finely tuned to match the National Curriculum, to measure small steps of academic progress.

Reading and Spelling tests are used to assess levels within six weeks of arrival. Pupils are tested bi-annually. Each pupils spelling test is thoroughly analysed and they are then set individual daily spelling tasks to help their spelling progress.

All pupils are set individual challenging targets for behaviour and individual subjects and progress is monitored and reviewed often. Their targets are displayed in class and referred to regularly.

Pupils are engaged in peer and self assessment in subjects so they are involved in the assessment and learning process. We work with pupils to ensure that they know how to improve and are motivated to do so.

Pupils are rewarded for good progress in work or behaviour by certificate, praise in assembly, contact with parents or carers or by being given material or practical treats. This adds to pupils' self esteem and motivation.

### **Professional Development:**

The SLT oversee the professional development of both teaching and support staff. Staff are kept fully informed about LEA, national and regional training courses, seminars and networks which relate to inclusive educational practice. When staff attend courses they are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within the school.

### **Parent Partnership:**

Parents and carers are regarded as partners in the educational process and close contact and support are always encouraged. Teachers are in regular contact with parents/carers updating them of any concerns or progress and parents are encouraged to inform school of any changes in home circumstance which may affect their child. This degree of co-operation maintains stability for the pupils and allows parents/carers to assist in their child's learning processes. Parents are encouraged to assist pupils with homework where necessary and with reading and spellings and may be asked to spend added time to support their child. This helps the under-achiever to improve and the more able to be stretched. Parents are invited into school regularly for parent drop ins.

The inclusion policy will be reviewed regularly.