NOOK LANE JUNIOR SCHOOL
INCLUSION POLICY
Reviewed Spring 2016

Statement of principle

Nook Lane Junior School believes that educational inclusion has to encompass broad notions of educational access and recognises the importance of catering for diverse needs. It has wider implications than the identification of children with special educational needs.

Promoting inclusion will help all children to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities within schools and other settings where diversity is understood and valued. We will attempt to identify and address any barriers to learning.

Inclusion is a process in which pupils, parents or carers, teachers, parents and the wider community work together in partnership to develop the application of its principles in each setting.

This policy applies to staff, governors, pupils, parents/carers and visitors.

Practice

Nook Lane Junior School will work to remove barriers to accessing learning, including:

- offering a broad and balanced curriculum
- developing positive and happy playtimes and lunchtimes for everyone
- providing a safe and secure environment in which to learn
- understanding and supporting all styles of learning
- providing clear and detailed information for parents and carers
- seeking a positive working relationship with parents/carers, offering appropriate support and reducing any barriers they may encounter in supporting their child's progress
- involving the local community as much as possible to enhance learning, including visits and guest speakers.
- ensuring all pupils access visits and residential trips

Implementation

Nook Lane will endeavour to:

Seek a greater understanding of inclusive education amongst its school community by:

1. Working in partnership with parents/carers and multi-professional agencies.
2. Promoting a wider understanding of difference through open evenings, assemblies, PHCSE activities and display
3. Promoting definitions of achievement to which all learners can realistically aspire.
4. Ensure language and images used promote positive role models and challenge stereotypes.
5. Ensuring that all progress towards inclusive education is identified and reported back to the school community.
6. Collecting and disseminating information on best practice, including feedback from training/courses experienced by all staff.

Enable all educational settings and activities to be fully accessible to all children by:

1. Completing detailed risk assessments for all activities/visits including the needs of all children involved.
2. Ensuring accessible and appropriately presented information as required by each individual in the school community.
3. Ensuring that all settings provide appropriate teaching methods which recognise a range of learning styles, providing support where necessary.
4. Ensuring a full range of curricular and extra-curricular activities are available and wherever possible,

accessible.

5. Review admissions policy to ensure a disability experienced by a child is not grounds for refusing admission.

6. Ensuring that ultimately an inclusive education can be offered to any child in his/her own community.

Ensuring early identification, assessment, support and review of the needs of all children by:

1. Regular assessment and review of learning/social and emotional need targets, including IEPs.

2. Support given by Teaching Assistants in a variety of ways – 1:2, small group work and class support.

3. Empowering children by developing their communication skills so that their views and feelings may be heard.

4. Fulfilling the requirements of the Code of Practice for SEND.

5. Ensuring safe, reliable and effective practices for communicating up-to-date information about children's needs.

6. Ensuring smooth transition from Key Stage 1, through Key Stage 2 and transition to Key Stage 3,

7. by effective communication from all involved, to include open evenings, visits and written information to parents, teachers and pupils.

8. Two way integration in school enabling children to receive appropriate support in all aspects of their learning, including social, communication and emotional needs.

Promote partnerships with parents/carers by:

1. Developing and promoting parent partnership schemes.

2. Seeking feedback from parents about all aspects of school life through questionnaires, open evenings and focus groups where appropriate.

3. Having regular dialogue with parents/carers through use of Quick Notes, Home/School books, reading records, telephone calls and 1:1 meetings.

4. Having effective information/communication systems – newsletters and as above.

5. Inviting parents to drop in sessions and information meetings to discuss interventions used to support their child's progress

Ensure the effective use of resources towards prevention and early intervention by:

1. Having appropriate resources/support to enable staff to feel confident in delivering a curriculum to include all learners.

2. Considering the best value to be provided by comparing inclusive mainstream options with specialist provision.

3. Allocating resources to suit individual/group needs.

4. Ensuring effective management of the assessment and review processes, including progress meetings, Booster groups, evaluation of all tests carried out throughout the school. Regular meetings between SENCO, Head of the Integrated Resource and support staff.

5. Monitoring the effective and efficient use of school budget for SEN and Inclusion.

6. Evaluating the use of resources to support children with different needs and seek advice/training from support agencies.

7. Seek new opportunities to develop the pursuit of excellence and inclusion through development projects – SEAL.

8. Use Performance Management meetings to develop staff needs, skills and training.

Promote an inclusive ethos throughout the school community by:

1. Ensuring that all pupils fully belong, having access to all activities as far as possible whilst being entitled to support to meet their educational needs.

2. Promoting curriculum development, including focus weeks to ensure broad and differentiated learning experiences to match the needs of the widest possible range of learners,

3.   Promote self-evaluation for all members of the school community, with regular support and access to effective audit practices.
4.   Inform all staff, including governors, of appropriate training to support implementation of this policy, which is regularly reviewed and updated.

Monitoring and Review

Nook Lane Junior School will monitor appropriate indicators to measure the success of the policy by:

- Ensuring appropriate targets are set and met at school and individual levels.
- Track the progress of children successfully to assess the impact on later learning.
- Monitor the success and speed of assessment and support of children, looking at individual learning styles, strengths and areas to develop.
- Engaging in regular exchange of information with parents and carers and parent groups. This will include parent information evenings, newsletters, homework letters and open evenings to discuss progress. Nook Lane has an 'open door' policy where parents are able to access teachers at any time convenient to all parties.
- Provide current and accessible information for parents/carers covering SEND policy and provision.
- Reviewing all reward systems implemented in school to support success and motivation to learn.
- Listen to and act upon suggestions from pupils through regular dialogue at School Council meetings and Curriculum Council meetings
- Inclusion Team to meet regularly to develop new initiatives, evaluate current practice and ensure all areas of school life are developed in line with our beliefs about inclusion.

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