

Amblecote Primary School Inclusion policy

The staff and governors of Amblecote School have approved this inclusion policy. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupil's achievements and recognise their individuality. Diversity is valued as a resource, which supports the learning of everyone. At Amblecote, inclusion recognises a child's right to a broad, and balanced, relevant and challenging curriculum that is appropriate to their individual abilities, talents and personal qualities.

Aims

The school aims to:

- help pupils develop their personalities skills and abilities
- provide appropriate teaching which makes learning challenging and enjoyable
- provide equality of educational opportunity

Objectives

- ensure implementation of government and local authorities inclusion recommendation
- ensure that the schools inclusion policy is implemented consistently by all staff
- identify barriers to learning and participation, and provide appropriately to meet diverse needs
- ensure all pupils have access to an appropriately differentiated curriculum
- recognise, value and celebrate pupils achievements, however small
- work in partnership with parents and carers in supporting a child's education
- guide and support all school staff, governors and parents in inclusion issues

Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background.

Coordinating inclusion

The Inclusion Co-ordinator is also our SEN Co-ordinator and works with the Senior Management Team and Curriculum Co-ordinators, to heighten awareness of the need for inclusive policy, procedure and practice. The Co-ordinator examines all areas of school life to highlight inclusion issues. It is not their responsibility to implement all things, this is a whole school responsibility, which is monitored by the Headteacher and Governing Body.

Inclusive provision

The school offers provision to meet all pupils' needs. Although all classes are mixed ability, class teachers are able to set smaller ability groups, within their class for example in literacy and numeracy and whole groups are set for Numeracy and some Literacy lessons. Additional support is available in all classes, which is provided by teaching assistants. This additional support is targeted at individual pupils and small groups of pupils who are working on their basic literacy, numeracy and communication skills. Computers are available to support learning in every classroom as well as being located in the schools multimedia area. We also have a trolley of 30 notebooks to use in classrooms through wireless connection.

A range of extra curricular activities are available during lunchtime and after school, for example: games club, choir, football, dance and netball teams and running club.

Specialist provision

We have teaching assistants trained to support individuals and groups i.e. reading, enable, RWI (read, write, inc), numican and SEN support. Our SENCo is trained as a Reading Recovery teacher.

External support

The school through its service level agreement buys in additional external specialist advice and support from the local authority learning support service. Specialist staff from these services provided assessment of pupil's needs and progress. Pupils also have access to external agencies as appropriate.

Resource allocation

An element of funding is provided through the LA formula for SEN support. The majority of this funding is spent on staffing to allow for

individual and group support. SEN, PSHE and able child are also afforded a curriculum budget, which is dependent on the overall school's expenditure. The Access plan is also related to inclusion. Curriculum Co-ordinators should also take into account pupils' additional educational needs when purchasing equipment or resources.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

Children are assessed and results reported in reception and at the end of key stage one and key stage two. In addition children are assessed with optional activities in years 3, 4 and 5. These results are recorded on the schools INTEGRIS system. (see assessment policy for further information).

Under achievement is identified as early as possible through teacher referral to the special needs coordinator. The coordinator and teacher set individual targets that address the area(s) of underachievement. Pupil progress is monitored and reviewed regularly.

The school system of awarding house points and praise certificates contributes to raising pupil self-esteem and motivation.

Professional development

The senior teacher responsible for KS1 oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about training courses offered locally. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school.

Parent partnership

The knowledge, views and first-hand experience parents have regarding their child is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the school if they have any concerns about inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. The home school agreement outlines how parents can support their child's learning at home. A termly curriculum newsletter is provided for all parents outlining what is to be covered in each curriculum subject area.

Evaluating the inclusion policy

The inclusion policy is reviewed annually by the Governors. Policy evaluation focuses on: establishing how far the aims and objectives of the policy had been met; how effective inclusion provision has been in relation to the resources allocated and the attainment of pupils. In the light of these findings, the policy is revised and amended accordingly.

A. Mason

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