

# Warren Dell and Oxhey Wood Primary Schools



<b><u>Reviewed: Summer 2018</u></b>	<b><u>Reviewed by: Kellie Barton and staff</u></b>
<b><u>GB: T&amp;L</u></b>	<b><u>To be reviewed: Summer 2020</u></b>

## **Inclusion Policy**

### **Purpose**

Oxhey Wood and Warren Dell believes that each pupil has individual and unique needs. We acknowledge that a proportion of our pupils will have special educational needs (SEN) at some time in their school career. We plan accordingly to ensure their needs are met and their full potential reached.

All staff and governors have:

- an appropriate awareness of Child Protection issues and procedures
- a knowledge of the robust systems across the school to support Looked After and Vulnerable children
- an awareness of safeguarding procedures and policies (especially when dealing with outside agencies)
- an understanding of how the school embraces the equalities agenda

### **Definition of Educationally Inclusive Schools:**

***'An educationally inclusive school is one in which the teaching and learning, achievements and well-being of every person matters.'***

### **Introduction**

(to be read in conjunction with all school policies including: Equal Opportunities; More Able Children; Racial Equality; Disability Equality Scheme; Teaching and Learning and Assessment; Behaviour policy.)

We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes, self-esteem and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our

children, irrespective of ethnicity, attainment, age, disability, gender, background, sexuality, gender identity, special or additional need.

To support this all teachers are made aware of current legislation with regard to Special Educational Needs, Disability Discrimination, Equal Opportunities and Racial Equality.

### **Aims and Objectives**

- We actively seek to remove the barriers to learning and participation that can hinder or exclude individual or groups of children.
- We ensure equality for all through the attention we pay to different groups of children through pupil progress meetings, quality first teaching, timely and effective intervention and provision mapping to ensure groups needs and resources are planned and used effectively.
- We ensure all pupils experience success (not necessarily academic).
- We ensure all pupils receive a broad and balanced curriculum, differentiated to suit their needs, and that they have equal access to all of the school's provision.
- We regularly monitor and review the progress of all children.
- We involve and collaborate with parents in all stages of their child's development.

We closely monitor the progress of all children, including those distinguished by the following groups, and put in place further support where necessary:

- Gender
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Transgender
- Travellers, refugees and asylum seekers
- 'looked after children'
- Children with disabilities
- Children of Parents in the Armed forces

**Class teachers** are responsible for:

- Providing quality first teaching to include all pupils and allowing all to experience challenge and success
- making themselves aware of this policy
- giving feedback to parents of all pupils including those in the groups mentioned above

- Informing the Inclusion Coordinator of any concerns they have regarding pupils in their class
- Keeping and maintaining records
- Responding to identified needs in statutory documents
- Transition support

**Learning support staff/teaching assistants** should:

- be fully aware of this policy
- Support the class teacher in the identification and support of those with additional needs

**Role of the Inclusion Manager**

- To audit the provision for all children with additional needs in school
- Monitor and review Individual Education Plans and Behaviour Support Plans
- To review the accessibility plan annually
- To monitor the opinions of all children in school with regard to inclusion through observations, informal discussions and questionnaires.
- To support all staff and parents with regards to inclusion
- To ensure parents have opportunities to discuss their child's additional needs and contribute to the process of agreeing provision
- To keep the governing body informed about SEN issues
- Liase with outside agencies
- To ensure that those pupils with SEN are treated with the same rights and given the same opportunities as all other pupils, through observations, pupil voice, monitoring of work and regular meetings with teachers.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- The necessary provision is made for any pupil with SEN
- Pupils with SEN are treated with the same rights as all other pupils
- All staff are aware of the need to identify and provide for pupils with SEN
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical
- They report to parents on the implementation of the school's SEN policy
- They have regard to the requirements of the SEN Code of Practice (2014)
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEN issues, so that they can play a major part in school self-review
- The quality of SEN provision is regularly monitored

- They, and the school as a whole, are involved in the development and monitoring of this policy.

### **People with Disabilities**

- We are committed to providing an environment that allows everyone full access to all areas of learning and the wider school. In line with the Equality Act 2010, the school has implemented on-going action planning for reasonable adjustment in order to;
- Increase the participation of disabled children in the curriculum
- Improve the physical environment of the school to increase accessibility for all
- Improve written information taking into account the needs of all our school community

There are designated points of entry into school that allow wheelchair access. In addition every area of school, to a lesser or greater extent, is accessible for wheelchairs.

Teachers modify teaching and learning as appropriate for children with disabilities and this is overseen by the inclusion manager. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in all areas of the curriculum.

### **Arrangements for monitoring and evaluation**

We monitor our provision through:

- Lesson observations
- Learning walks
- Analysis of pupil tracking data
- Termly monitoring of procedures and practice by the SEN Governor
- The School Improvement Plan / School Evaluation Form
- Visits from LA personnel
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success
- Half termly pupil progress meetings attended by the Inclusion Leader

### **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

As part of our commitment to the Equality Act. We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

## **Summary**

In our school the teaching and learning, achievements, self-esteem, attitudes and well-being of every child are important. We ensure that we take the experiences and needs of all our children into account when planning for learning. This policy complies fully with section 69 (2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014