



All Saints C of E Primary School

Inclusion Policy

*'In God's hands,
we place ourselves
and with the strength He gives us,
we love, live and learn together.'*

*"We can do all things through Christ
who strengthens us"
Philippians 4:13*

At All Saints we recognise the learning needs of every child and are committed to ensuring that we offer inclusive provision which gives them access to every area of school life.

In line with our mission statement our aims are:

- To support all children in making the best progress of which they are capable;
- To ensure all pupils participate in their learning and increase responsibility for their learning and behaviour as they move through the school;
- To provide access to a broad and balanced curriculum that is accessible to all pupils and promotes high standards of attainment and achievement;
- To use appropriate assessment approaches and to set targets for learning, so that pupils' needs are identified and assessed as early as possible and their progress is closely monitored;
- To develop a partnership with parents in the education of their child
- To ensure all teaching and non-teaching staff are involved in the planning for and meeting the needs of all pupils.
- To ensure that we liaise with all other agencies to effectively meet the needs of our pupils.

Roles and Responsibilities:

Governor for inclusion – Mrs. Debbie Leyland

The governor for inclusion will liaise with the inclusion coordinator on an annual basis and report on the school's policy and procedures to the governing body.

Inclusion coordinator – Mrs. Michelle Waine

The inclusion coordinator will:-

- Keep an up to date register of pupils with SEN, including able, gifted and talented children
- Support teachers in assessing pupils' progress
- Purchase and organise resources
- Liaise with external agencies

- Make referrals
- Ensure appropriate records are kept
- Support the transition of pupils into school and into High School
- Liaise with the SEN governor and prepare appropriate reports
- Convene and chair formal and informal reviews

The inclusion coordinator and the Headteacher work closely with the governor for inclusion and the staff to ensure the effective day-to-day operation of this policy.

All teaching and non-teaching staff are responsible for differentiating the curriculum and monitoring the progress of all children. All staff work closely with the inclusion coordinator.

Admissions

Admission arrangements are described in the school's admissions policy. The school welcomes children irrespective of their ability and anticipates that the needs of most pupils will be met within the existing school provision.

The school has a full Single Equalities Policy.

Identification, Assessment and Review

Assessment is central to our planning for all children. Class teachers are responsible for assessing the day to day progress of children in their class, in addition to teacher assessment full use is also made of: -

- Baseline assessment (PIPS)
- Year 1 Phonics screening
- End of KS1 and KS2 assessments

We aim to provide "quality first teaching" to all our pupils – as much as possible this is by a qualified teacher within the classroom. If a child is identified as needing additional support the school has the following procedures are in place:-

Intervention group: these are groups of children identified by the class teacher as needing specific extra support within a curriculum area. The type of intervention required will be discussed with the SENCo and may be led by a Teaching Assistant.

Should the school be unable to provide the appropriate intervention then the SENCo will contact outside agencies – such as Speech and Language Therapist, Occupational Therapist or if necessary an Educational Psychologist for advice.

Statutory Assessment (Known as an Educational Health and Care Plan) – this will take place if, after advice and assessment from outside agencies, it is still felt that a child requires further support over that which the school already provides.

If a child receives a EHC Plan the school will act on the requirements and provide the appropriate level of support.

Review

Progress is regularly reviewed by the SENCo and class teachers. Parents are informed accordingly.

Access to the Curriculum

All pupils within the school follow the full curriculum; the provision and delivery of the curriculum will be matched to the pupil's level of ability. Planning and classroom approaches will include: -

Making learning situations as realistic and meaningful as possible

Breaking work into small steps so pupils can experience success

Using practical work where possible

Using cooperative work for pupils to develop learning and social skills

Emphasising conversation and discussion with peers and teacher

Considering the different learning styles of pupils

Staff Development

The SENCO attends appropriate courses and staff development takes place within school.

Outside Agencies

The school receives input and advice from the following agencies as appropriate:-

- Lancashire Inclusion and Disability Service
- Educational Psychology Service
- The pupil referral service
- Service for hearing impaired
- Service for visually impaired
- School Nurse
- Physiotherapy service
- Occupational Therapy Service
- Speech and Language Service.

Partnership with parents

Parents are valued and their contribution in terms of recognising the needs of their children is fully recognised. Parents are kept fully informed about every stage of their child's education and are encouraged attend reviews, support development of individual approaches to their child's learning and provide help at home wherever possible. Parents are always welcome to discuss any matter relating to their child's learning but are advised to telephone school to make an appointment to ensure that staff are available. The SENCo is also willing to contact parents via email if this is more suitable.

Arrangements for Consideration of Complaints

Should parents have cause for complaint they are invited to make representation to the SENCO in the first instance. Where a parent is not satisfied with the outcome, the parent should address the matter to the Head teacher or SEN Governor.

Associated Documentation

SEN Code of Practice

Assessment Policy

Marking Policy

Teaching and Learning Policy

Complaints Policy

Policy reviewed March 2017 – Mrs M Waine