



Inclusion Policy

Rationale:

At Ivy House School, we want to offer all of our pupils the maximum opportunities for personal growth and an appropriate and successful educational experience.

We believe that *"the essence of our effort to see that every child has a chance must be to ensure that each has an equal opportunity, not to become equal but to become different – to realise whatever unique potential of body, mind and spirit he or she possesses"* – John Fischer.

We seek to provide the 'least restrictive environment' which will nurture, build self-esteem and celebrate individual achievement.

We recognise that in order to provide an inclusive educational environment for all pupils we may need to adapt cultures, attitudes, values, structures and systems to meet the diverse needs. We also recognise that for some pupils their needs may change and, as a result, so will the provider/provision.

Implementation:

The Academy Council and staff will ensure that:

- There is a rich continuum of educational provision for a range of pupils with special educational needs.
- The curriculum is differentiated, flexible and linked to the pupil's Education, Health and Care Plans and in turn their termly Personal Learning Goals (PLGs).
- Inclusive practice extends beyond the classroom environment. This includes P.E. activities and clubs, musical events, curriculum challenges, collaborative projects, residentials and community links to ensure personal development and opportunities to build cultural capital are embedded throughout the curriculum.
- Positive and active consideration is given to an identified need for an individual pupil or pupils. Where appropriate this 'need' may be achieved through inclusion links between:
 - a) Ivy House and mainstream schools, in particular Derby Moor Academy and other mainstream primary schools within the catchment area, or a pupil's home catchment area.
 - b) Ivy House and other appropriate special schools.
 - c) Ivy House and other schools within the Shaw Education Trust.
 - d) Inclusion within Ivy House School itself amongst class groups and age phases.
- Any decision with regard to a change in placement or support package will only be taken after careful consideration with the criteria of appropriateness, reasonableness and success being adequately thought through by all concerned. This will usually be following an annual review where all personnel involved can be appropriately consulted and share their views.
- We work in close collaboration with parents/carers. The child's and his/her parental wishes are of paramount importance.

- We work in partnership with Derby City LA and relevant health care trusts within a multi-agency framework.
- Our inclusive educational philosophy is further underpinned by the advice and support which our staff are involved in because of our multi-agency working and involvement in city wide training.
- The school is part of [Derby City Local Area SEND Strategy](#), which focuses on aspects of SEND provision across the City; including the work on inclusion and support from and to special schools.

Assessment:

All staff are responsible for monitoring their inclusive practice and the Headteacher is responsible for ensuring that the quality of this is reviewed regularly throughout the academic year.

Our routine comprehensive assessment methods, including Personal Learning Goals, Annual Reviews and Parent Consultations, give an opportunity to monitor the needs of individual pupils and further adapt our approaches as required.

Advice from appropriate professionals, such as Educational Psychologists, Paediatricians and visiting therapists contribute to the assessment of pupils needs. Staff will ensure that this information is used to inform planning and assessments and records will be securely stored and shared with consent as appropriate.

Resources:

Any resources used reinforce our school policy on inclusion. They are made equally accessible to all pupils, irrespective of intellectual or physical capacity.

Alterations to buildings or accommodation are considered and met if a need is identified and justified.

Resources are reviewed regularly and new materials chosen with consideration to messages conveyed through content, language and images.

Other documentation:

The following documents should be read in conjunction with this policy:

- The agreed Aims and Ethos of the school
- Special Educational Needs Policy
- SEND Report
- Single Equality Policy