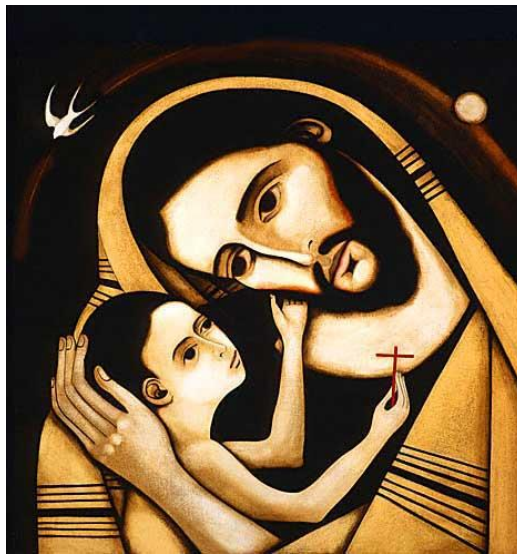




St. Joseph's Catholic Primary School Clydach



Inclusion Policy



School Mission Statement

'Together in Christ – Living, Learning and Growing.

Introduction, Aims and Values

The Governing Body of St. Joseph's Catholic Primary School welcomes its duty to put in place a policy to promote racial equality. Our essential belief as a school community in the Gospel message commits us to be in the forefront of the movement for social and racial justice.

We believe that Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We have a duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God. We are wholly committed to ensuring that everyone at St. Joseph's is given every opportunity to develop their talents to the full.

Through a variety of educational experiences and interactions we seek to prepare our pupils for a life, living - and ultimately working with others from different social, cultural and religious backgrounds. We further recognise that it is important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others. We believe this is fundamental to the common good. This school believes that every pupil has an entitlement to develop his/her full potential. Educational experiences are provided that help develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource that supports the learning of all. In this school, inclusion recognises the child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to his/her individual abilities, talents and personal qualities. Every possible effort will be made to ensure that the needs of all children regardless of their age, gender, ethnicity, attainment or background, are considered at all times. In all activities, this school will endeavour to make every adjustment possible to remove all barriers to learning.

Aims

The school aims to be an inclusive school which means that equality of opportunity must be a reality for our children. We aim to:

- help pupils develop their personalities, skills and abilities
- provide appropriate teaching that makes learning challenging and enjoyable
- Provide equality of educational opportunity as far as possible.

Objectives

- To ensure implementation of government and LEA inclusion recommendations.
- To ensure the school's inclusion policy is implemented consistently by all staff.
- To ensure any discrimination or prejudice is eradicated.
- To identify barriers to learning and participation, and provide appropriately to meet any diversity of needs.
- To ensure all pupils have access to an appropriately differentiated curriculum that meets their individual requirements.
- To recognise, value and celebrate pupils' achievements, however small.
- To work in partnership with parents/carers in supporting our children's education and outside agencies if necessary.
- To guide and support all school staff, governors and parents on 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. To provide such experiences for pupils, there must be a process that maximises resources to reduce these barriers and promote a positive outcome for pupils that enhances their achievements.

According to the Oxford English Dictionary (1989), the definition of the verb 'integrate' is:

“ To render entire or complete, to make up, compose, constitute (a whole)...to put or bring together (parts or elements) so as to form one whole; to combine into a whole...to bring racially or culturally differentiated peoples into equal membership of a society or system; to cease to segregate”.

Implicit in this common usage definition is the idea that to integrate is to improve, perfect and to make whole, whilst to segregate is to isolate that which is seen as troublesome or a threat. All staff at St. Joseph's Primary understands and shares this common view.

At St. Joseph's Primary there are three elements that provide a framework for the planning and organisation of arrangements for the education of children with special educational needs:

- Locational integration which means that the children share the same school campus, i.e. their education is located in the same set of buildings
- Social integration which involves children mixing outside lesson times, i.e. in the playground at play and lunch times and possibly also on excursions out of school
- Functional integration which means full integration as a member of the school community with as much time as possible in an ordinary classroom.

At St. Joseph's Primary School these three elements overlap and work effectively together.

Different Groups in the School

- ◆ Girls and boys.
- ◆ Minority ethnic and faith groups.
- ◆ Pupils who need support to learn English as an additional language (EAL).
- ◆ Pupils with Special Educational Needs.
- ◆ Pupils with Profound and Multiple Learning Difficulties
- ◆ Pupils with speech and language difficulties.
- ◆ Pupils with challenging behaviour.
- ◆ Gifted and talented pupils.
- ◆ Children 'looked after' by the local authority.
- ◆ Young carers and those children from families under stress.
- ◆ Any pupils who are at risk of disaffection and exclusion.

Roles and Responsibilities

- ◆ At St. Joseph's Primary School, all staff have a responsibility to promote inclusion.
- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Co-ordinating Inclusion

The role of the Inclusion co-ordinator is to:

- monitor the inclusion policy and report annually to the governing body/head teacher/SENCO on its effectiveness
- monitor and assess inclusive provision
- identify barriers to learning and provide staff with appropriate strategies
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants
- purchase appropriate resources
- monitor pupil progress
- liaise with parents/carers
- co-ordinate cross-phase/cross-school transition
- Co-ordinate external specialist provision.

The INCO is responsible for keeping the head teacher/SENCO regularly informed about the inclusive provision in the school. Teachers are responsible for meeting the needs of all pupils in their class.

Inclusive Provision

The school offers a continuum of provision to meet the diversity of pupils' needs:

- Although all classes have a range of pupil ability, class teachers have the flexibility to set smaller ability groups within their class for literacy and numeracy. Additional in-class support and small group withdrawal is available and this is targeted to maximise support where it is most required. Additional support is available to individual pupils and small groups of pupils who are 'catching-up' on their basic literacy, numeracy and communication skills.
- Pupils who require intensive support have a teaching assistant assigned to meet their needs for a proportion of the school day.
- Cross-class inclusion is provided for pupils in certain subjects to meet individual needs.
- After school enrichment groups are run to offer opportunities to all children, but specialists in the subject support the MAT pupils.
- Computers are available to support learning in every classroom.
- Curriculum initiatives are adapted to meet pupil need. Resources are purchased to allow the delivery of units of work.
- Books are selected that provide a range of interest and reading levels to suit pupil ability. Issues of gender and ethnicity are also addressed in reading materials.
- The school has strong links with other schools in the county and regularly visit these provisions to develop friendship bonds and share good practice and resources.

Admissions Policy

St. Joseph's Primary School will adhere to the County Admissions Policy. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. If the school is aware of Special Educational Needs before a child starts school, St. Joseph's Primary School will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At St. Joseph's Primary School every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or which have come into the country recently. Assistance will be sought from EMLAS.

External Support

- The school has the services of a speech and language therapist who works with groups and individual pupils to develop communication skills on a block system.
- An Occupational Therapist provides regular input for children with physical and sensory issues. TA's continue this work.
- The school has access to an educational psychologist, educational welfare officer, and advisory staff.
- LEA (EMLAS Service) support EAL children throughout the school.

Resource Allocation

The school allocates a discrete amount from its budget to promote and resource educational inclusion. The head teacher manages this budget.

Assessment Procedures Monitoring

- ♦ We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides. All Reception pupils are assessed on entry using County Baseline Test. Children transferring from other schools are assessed on entry using an assessment by the class teacher or if there are any special needs requirements, this should be carried out by the SENCO. These assessments are used to inform the school of any diverse needs the child might have.
- ♦ To monitor progress and attainment, the pupils take part in NFER tests and the National Tests brought in by the Welsh Assembly.
- ♦ Year 2 and Year 6 receive teacher assessment levels in each attainment target in each of the core subjects.
- ♦ NFER results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- ♦ The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a practically daily basis by the Head Teacher and Senior staff.
- ♦ Records are kept of any incidents of a serious nature, and copies are sent to the Swansea LEA. (Use the Incident Form provided by the LEA.)
- ♦ The attendance of pupils is monitored constantly by the Head Teacher. The EWO is alerted if attendance becomes a cause for concern i.e. 90 % and below.
- ♦ 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.
- ♦ The school fully embraces using a consistent, nationally recognised, assessment system that relates to Foundation Phase Framework and the National Curriculum levels of attainment and Literacy Numeracy Framework. Teachers monitor and review pupil progress using these assessment criteria. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievement across the curriculum. Subject co-ordinators monitor samples of pupils' work from each key stage.
- ♦ Pupils have individual targets and are involved in discussing their progress towards them. These are shared with parents at each parent consultation evening. Progress is monitored and reviewed each term. Teachers and TA's work in partnership to monitor and assess pupil progress weekly.

- ◆ The school also promotes certificates for outstanding work and performance, effort, and improved behaviour, contribute to raising pupil self-esteem and motivation. This also includes an award for Restorative Practice.

Professional Development

Behaviour contracts and informal plans identify inappropriate behaviour and encourage pupils not only to reflect on the consequences of their behaviour, but also act as a focus for encouraging and acknowledging improvement. All staff have been trained in Restorative Practice and all children take a daily 'check in' within their classrooms.

The SENCO and INCO oversee the professional development of all teaching staff and support assistants. Staff are kept fully informed about the LEA, national and regional training courses, seminars and networks that relate to inclusive educational practice. Staff who attend courses are expected to disseminate and share their knowledge with other staff within the school. Staff are encouraged to observe good inclusive practice within the school and also in other schools. All pupil targets and objectives are shared between staff.

Disaffected Pupils

At St. Joseph's Primary School, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

Disapplication and Modification

School can where necessary modify or disapply pupils from aspects of the National Curriculum or foundation Phase, this will only be done in exceptional circumstances through Annual Review after detailed consultations with parents. (Section 365/365 Education Act 1996).

Parent Partnership

The knowledge, views and first-hand experience parents/carers have regarding their child is valued for the contribution it makes to their child's education. Parents/carers are seen as partners in the educational process. All parents/carers are welcome to contact the INCO or the head teacher/SENCO if they have any concerns about inclusive educational provision. Home/school diaries are used within the STF and for children with statements in mainstream they are another useful source of contact. At St. Joseph's Primary school parents are encouraged to visit the school to discuss concerns with the class teacher or Head teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

Evaluating the Inclusion Policy

The Inclusion Policy will be reviewed at the end of each academic year. Policy evaluation will focus on establishing how far the aims and objectives of the policy have been met, how effective the inclusion policy has been in relation to the resources allocated, the attainment of pupils in judging 'value-added' factors, and the comments from annual parent meetings and reviews. The policy will be revised and amended in the light of these findings. As part of our over arching aim for pupil to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)

is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42

(CRC)



