

St. Mary's Bryanston Square Church of England Primary School Inclusion Policy 2010

St. Mary's School Mission Statement

- St. Mary's School serves the local community and welcomes the children who come here whatever their background and faith.
- We aim to provide an education informed by the Christian ideal which will enable all children to fulfil their potential.

INCLUSIVE VALUES.

At St. Mary's we value all children in our school equally.

We are committed to equal opportunities, inclusion and anti-discrimination. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy helps to ensure that it happens for all of the children in our school regardless of their age, gender, ethnicity, attainment or background.

Educational inclusion is about all pupils being respected and valued as equal members of the school community so that effective learning can take place. It recognizes that all children need the support and friendship of their peers.

Educational inclusion relates to all aspects of school life - eg. parent/carer evenings, break times, school events, leisure, sport, after school clubs etc. and not just in the academic curriculum.

Inclusion is, above all, about removing barriers to learning and participation.

Aims and objective

We consider ourselves to be working towards an inclusive school.

We aim to create an inclusive culture in the school in which we:

- care for the teaching, learning, attitudes, achievements and well being of every person in the school

- offer new opportunities to our children to help them overcome difficulties
- take into account the varied life experiences and needs of the children
- take all children from where they are academically, socially and emotionally
- see the child as central to all of our activities in school
- respect, acknowledge and celebrate the gifts each child brings to the school
- work together - the children, parents, staff and governors, for the benefit of the children

INCLUSIVE POLICIES

Admissions

The arrangements for the admission to St. Mary's School is the same for all children. If a child with a disability, special or additional needs meets the criteria, he or she is admitted. The child's needs are described by the parents, on our admissions form. If a child has a Statement of Special Educational Needs in which St. Mary's is the named school, they have a right to be admitted. The child's needs are viewed against the background of the learning needs of the peer group, the capacity of the teaching staff to cater for the needs of all individuals within the class, and the potential for extra help that could be provided by the school, the LEA and other agencies. All children new to the school are helped to feel settled.

For more information see our Admissions Policy.

Special Needs Policy

Our Special Needs Policy describes the ways in which we identify special educational needs and sets out the ways in which we support children with special educational needs.

Here are some extracts:

"We value all children in our school equally. This is reinforced by the Christian ethos of the school, which is committed to care, justice and compassion for all our children."

"Teachers aim to give every pupil the opportunity to experience success in learning and maximize their potential. In responding to the pupils' diverse needs we create an effective learning environment, encourage motivation and concentration, provide equality of opportunity, use appropriate assessment approaches and set targets for learning."

"At St. Mary's we celebrate difference and diversity. We treat all children equally."

Equal Opportunities Policy.

We have a policy of equal opportunities for all children and staff at St. Mary's whatever their race, gender, culture, language, economic background, class, religious background, sexuality, ability or special needs.

All of our policies are underpinned by our commitment to inclusion. Our inclusive values are shared between all teaching and non teaching staff, pupils, governors and parents.

INCLUSIVE PRACTICES.

Staffing and Management.

Appointments, recruitment and promotions for staff are all undertaken within our Equal Opportunities Policy. All new staff are welcomed in to the school and given a period of induction. Governors are appointed in line with our Equal Opportunities Policy.

Environment.

The school makes its buildings physically accessible to all people. We have wheelchair access, an accessible toilet, stair-lift, medical room with hoist, computer software and staff trained in handling.

We have an Accessibility Plan up to 2012

We use community languages in school displays and try to ensure that displays reflect our commitment to diversity and inclusion.

Teaching

a) resources within the school

The Early Years Curriculum and The National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children.

We meet those needs by:

- providing a broad and balanced curriculum for all pupils
- setting suitable learning challenges in which every pupil has the opportunity to succeed and to achieve as high a standard as possible.

- having high expectations for all children
- responding to children's diverse learning needs by planning for teaching and learning so that all pupils can take part in lessons fully and effectively by: creating effective learning environments, securing their motivation and concentration, providing equality of opportunity through teaching approaches, using appropriate assessment approaches and by setting targets for learning.
- overcoming potential barriers to learning and assessment for individuals or groups of pupils to include those with S.E.N pupils with disabilities and those who are learning English as an additional language
- providing other curricular opportunities outside the National Curriculum to meet the different needs

b)We do this by:

- having effective systems in place for the early identification of barriers to learning and participation
- providing additional support such as the Early Literacy Strategy (Y1), Additional literacy Strategy(Y3) and Further Literacy Strategy (Y5),
- Springboard Maths (Y3-Y6), booster groups(Y6),
- providing Reading Recovery (Y1/ Y2),
- providing the early identification of special or additional needs
- providing S.E.N support to those on the S.E.N. audit
- providing EMAG support to those who are learning English as an additional language
- providing Learning Mentor support to children and families in overcoming barriers to learning
- providing support from our Learning Support Assistants and Learning Support Teachers
- providing support/advice from outside agencies such as our school nurse, educational psychologist, specialist teachers, educational welfare officer, speech and language therapist, volunteer readers and voluntary helpers.
- having a 'buddy' system for those new to the school and providing them with an induction-pack, visit, school brochure
- ensuring that policies and schemes of work allow equality of opportunity and maximum access for all children
- having an awareness of the cultural, ethnic and racial mix of our school and planning for these in our curriculum
- differentiating our teaching and learning to give everyone access to the curriculum. When planning their work teachers take into account the abilities of all

of their children. For some, earlier programmes of study may be used so that children can progress from their personal level. Where attainment exceeds an expected level of attainment, teachers may use later programmes of study or extend the breadth of study in the area or areas in which the child shows particular aptitude.

- promoting a culture of success in which achievement is celebrated
- providing specific opportunities for gifted, able or talented pupils
- using a variety of teaching techniques in order to accommodate different learning styles
- treating the children we teach as individuals with different needs and involving them in the decision making, target setting, monitoring and review
- offering high quality support, information, advice and guidance from all members of staff
- making sure that communication is clear between home and school: newsletters, SEN Parents Booklet, teachers planning, homework routines, diary dates, events
- providing an EAL library for EAL pupils
- offering Homework Club
- offering a Parents' drop-in facility to see our Learning Mentor
- offering information about outside support groups for parents
- offering for the Learning Mentor to accompany children on Secondary School visits in Year 6
- having wheelchair access, an accessible toilet, stair-lift, lift to 1st floor classrooms, medical room with hoist, computer software and staff trained in handling
- having an accessibility plan up to 2012
- the use of I.C.T. throughout the curriculum
- the use of interactive whiteboards etc. to support different learning styles
- offering home visits to parents if appropriate
- involving a large number of volunteers to work with children

c) Teachers ensure that the children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothing that is appropriate to their religious beliefs
- are taught in a variety of groupings that allow them success. On some occasions this may involve children working outside the classroom

- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have a common curriculum experience that allows for different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully regardless of disability or medical needs

Assessing educational inclusion.

We assess the effectiveness of our policy by continually monitoring and discussing the following:

1] Pupils achievement

- attainment: in line with our Assessment Policy making sure that all individuals and groups of children make appropriate progress and achieve as much as they can.
Asking ourselves:
 - a) are there differences in the achievement of different groups of children?
 - b) how will we address the needs of children not achieving their potential?
 - c) are our actions effective?
- behaviour: in line with our Behaviour Policy, use of behaviour targets, EAL and SEN targets
- attitudes and values: in line with our Behaviour Policy

2] Pupils experiences

- monitoring teaching and learning : in line with our Monitoring Policy and our Teaching and Learning Policy, connected to staff Performance Management meetings
- attendance : in line with our Admissions and Attendance Policy
- how well pupils are treated and treat each other: our Induction Policy , inclusion of children in target setting , monitoring and reviews, School Council, peer mentoring, playground friends, PSHE lessons, Learning Mentor as an extra link between home and school and helping children in overcoming barriers to learning.
- For children who appear to be missing out, difficult to engage or feeling in some way to be apart from what we seek to provide we make sure that practical steps in the classroom and beyond have been taken to meet the pupils needs effectively and to promote tolerance and understanding in our diverse society.
- exclusion: in line with our Exclusion Policy
- bullying and harassment: in line with our Anti bullying Policy

Benefits gained from what the school provides.

- all children having access to the full broad balanced curriculum and opportunities to fulfil their potential
- children enjoy learning, feel proud and positive about school and feel valued. They are active learners engaged in the development of their own learning

Resources in the community.

We are committed to using a wide range of resources in the community.

- our school community including children, parents, staff and governors work together for the benefit of the children.
- all children taking part in educational visits e.g. swimming, local library, sports centre, school journey(with parents permission), class outings
- involving outside performers e.g. multicultural workshop, Abundance African Workshop, Globe Players Theatre group, Royal Academy of Music, etc.
- liaising with teachers from local schools e.g. St. Marylebone music dept. keyboard club
- involving specialist teachers to teach, for example, music
- making sure that all children have access to extra curricular activities e.g. school clubs - see current Club Leaflet
- making all children aware of facilities available to them in the locality e.g. music groups, opportunities for gifted and talented pupils, local library, sports facilities

This Policy was written in July '04 by Cathy Slater (SEN Governor) and Alison Bowden (SENCO) and agreed by governors.

Reviewed Summer '06 in consultation with pupils and parents

Updated July '08

Updated July '10