

Castlethorpe First School Inclusion Policy

Philosophy:

At Castlethorpe First School we provide education for all pupils through a variety of access strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity.

Castlethorpe First School is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes self belief. The school will, within the context of services available, seek the relevant support and advice from the LEA, in order to facilitate inclusion. 'Every Child Matters' is at the heart of this policy.

Aims:

- To include all pupils in school life
- To continue to raise staff awareness of inclusion via ongoing staff development
- To maximise the learning potential of all pupils and raise attainment for all
- To promote the personal, social, moral and cultural development of all pupils
- To celebrate the progress and achievements that all members of the community make
- To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
- To ensure that resources are matched to need
- To work together with all partners in the education of the child
- To seek to continuously monitor and evaluate the success of policy and practice

Implementation:

SEN pupils have an IEP which is written and reviewed regularly. It is written in consultation with all partners. School and home have copies. Parents/carers are involved in IEP reviews and the setting of new targets

Progress of SEN pupils is monitored regularly by the SENCO and Leadership Team to ensure that the learning provision is appropriate

Outside agencies are used in a supportive and advisory capacity. Child protection issues are the responsibility of the headteacher.

A race equality policy is in place and incidents are monitored.

Looked after children are monitored regularly by the head teacher

Attendance is monitored by the headteacher and lateness/absence is targeted.

The School Council is involved in making decisions. They report to parents through newsletters. Play leaders assist at playtimes. Governors are aware of inclusion issues and strategies. The SEN Governor oversees inclusion in practice within the school.

Other relevant policies:

SEN

Gifted and talented

Behaviour/bullying

Teaching & learning

Equal Opportunities

Success criteria:

This policy will be successful when:

Monitoring demonstrates that needs of pupils are provided for and appropriate progress is made

Monitoring indicates that support and intervention is successful

Monitoring demonstrates that pupils at particular risk (eg. SEN, ethnic minority pupils, travelers, young carers) are well supported.

Tracking of pupils informs appropriate planning and intervention

Agencies work effectively together to support pupils

Monitoring, evaluation and review:

The headteacher will monitor progress and provision on a termly basis.

The Governing Body, via the curriculum committee will review progress made and the effectiveness of the policy annually.