

Inclusion Policy



Drafted by Sehnaj Patel

Date: February 2016

Ratified by governors: Yes

Review date: Spring 2019

Ethos

Ranelagh Primary School is a fully inclusive school and advocates the inclusive education policy of Newham Education Authority. Inclusion looks at the needs of all pupils including children with specific learning difficulties such as dyslexia, pupils with emotional and behavioural difficulties or those with physical impairments as well as EAL (English as and Additional Language) pupils, and pupils considered to be Gifted and Talented.

Principles

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- able and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers
- children who are looked after or on the Child Protection Register.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges;
- responding to the diverse needs of the children;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of children.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils. These policies include:-

Special Education Needs Policy, Behaviour Policy, Child Protection Policy, English as an Additional Language Policy, Public Sector Equality Duty, Gifted and Talented Policy and Teaching and Learning Policy as well as the SEN information report.

Aims

1. Special Educational Needs

At Ranelagh we follow the following principles regarding successful inclusive education, taken from the Code of Practice for Special Educational Needs (2014) and fully endorsed by the London Borough of Newham.

- To ensure all pupils are offered personalised access to a broad, balanced and relevant curriculum.
- All pupils will be given the opportunity to reach their full potential educationally, emotionally and physically irrespective of their individual differences.
- All teachers view themselves as teachers of pupils with special educational needs, teaching such pupils are a whole school responsibility.
- All pupils have equal entitlement to Quality First Teaching.
- Pupil's Special Educational Needs will be met through a balance of provision within the mainstream classroom and specific tailored intervention.
- Pupils' views should be sought and taken into account.
- A strong working partnership and effective dialogue with parents and carers is essential.

Pupils who are considered to have Special Educational Needs will be put on the School's SEN register. However, before a child is put on the SEN register, an initial concern form is completed with the consent of the parents, an assessment takes place with the appropriate member of the inclusion team and the impact of class based interventions are measured. The child may then have an intervention from a supporting adult. During the school intervention and assessments there

may be a need to refer to an outside agency; this will be discussed with parents. Some children on the SEN register have an Individual Education Plan, which will give them specific targets to work towards. These targets are reviewed every term and a new Individual Education Plan written. Parents will be informed of their child's targets and the teachers or the Inclusion Manager will always be available to talk them through the targets. The targets are also shared with the pupils wherever possible, so they have an understanding of what they are working towards.

For further information see the Special Educational Needs Policy.

2. Gifted and Talented

Providing for gifted and talented learners at Ranelagh is a matter of equity - as with all other pupils they have a right to an education that is suited to their needs and abilities, to allow them to fulfil their true potential. For Gifted and Talented pupils at Ranelagh we aim to stretch and challenge them both in and out of the classroom environment; and to ensure that there are opportunities to further their particular strengths and abilities outside of school. Gifted and Talented workshops happen during the school day or as an after school club which selected children are invited to attend. They work with the subject leader or specialist teacher on activities to further extend their skills and learning. *For further information see the Gifted and Talented Policy.*

3. English as an Additional Language (EAL)

At Ranelagh, we aim to make appropriate provision of teaching and resources for pupils with EAL and for raising achievement of ethnic minority groups who are at risk from underachieving. We will identify individual pupil's needs, recognising skills they bring to our school and ensuring that they have equal access to the curriculum. By this we aim to ensure that all EAL pupils are able to understand English confidently and competently, use English as a means of learning across the curriculum and where appropriate, make use of their knowledge of other languages. *For further information see the EAL Policy.*

4. Social, Mental Emotional and Health (SMEH)

At Ranelagh we aim to support our children with emotional and behavioural difficulties, by providing a safe, secure and welcoming learning environment in which to learn. At Ranelagh we promote an ethos towards positive behaviour management. In order to do this, we have in place a range of strategies and methods to best support these children, and facilitate their learning both in and out of the classroom environment, to ensure they achieve to their potential.

Children's social and emotional needs also need to be considered carefully if a child is to reach their full potential. To help us in this Ranelagh has two Learning Mentors who support children across the school in a variety of ways. A major role of the Learning Mentors is to run Nurture and Self-esteem groups to support the children. They are given the opportunity to speak about how they feel and to support each other. The Learning Mentor will also support in the classroom where required and is available to those in need, including parents.

Where medical needs are deemed to be a barrier to inclusive education, the school based nurse will liaise with the SENCo and parents to provide a care plan to best overcome these barriers and support the pupil to meet their potential. *For further information see the Behaviour Policy / First Aid Policy and Supporting Children with Medical Needs Policy.*

The policy will be reviewed by as part of the policy review timetable.