

Danygraig Primary School

Ysgol Gynradd Danygraig



Inclusion Policy

General Statement:

The staff and the governors of Danygraig Primary School have approved this Inclusion Policy. This school believes that every learner has an entitlement to develop his/ her full potential. Educational experiences are provided that help develop learners' 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 children with impairments, or families of different ethnic backgrounds, are considered at admissions meetings and during all other school activities. In all activities, this school will endeavour to make every adjustment possible to remove barriers (physical and attitudinal) so that impairment does not necessarily lead to disability.

Inclusion is manipulating the system to accommodate the individual**Aims:**

The school aims to:

- help learners develop their personalities, skills and abilities this includes developing a growth mindset.
- provide appropriate teaching that makes learning challenging and enjoyable
- provide equality of educational opportunity.

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 a diversity of needs.
- To ensure all learners have access to an appropriately differentiated curriculum.
- To recognise, value and celebrate learners' achievements, however small.
- To work in partnership with parents/carers in supporting their child's education.
- To guide and support all school staff, governors and parents on inclusion issues.

This school policy adopts the definition of 'additional learning needs' (ALN) as given in the ALN Code:

- 1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
- 2) A child of compulsory school age or a person over that age has a learning difficulty or disability if he or she -
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- 3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

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 learners, irrespective of age, ability, gender, ethnicity, language and social background. To provide such experiences for learners, there must be a process that maximises resources to reduce these barriers and promote a positive outcome for learners that enhances their achievements.

At Danygraig there are four 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 a mainstream classroom.
- Manipulating the system to accommodate the individual

At Danygraig Primary School these four elements overlap and work effectively together.

Co-ordinating Inclusion:

The role of the ALN Manager is to:

- carry out the day to day operation of the school's inclusion policy
- monitor the Inclusion policy and report annually to the governing body/ Headteacher/ Staff and school community on its effectiveness
- monitor and assess inclusive provision
- work collaboratively with outside agencies
- arrange and attend consultation and review meetings, including the annual reviews of learners with statements.
- to report on any new developments within the field of ALN.
- 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 learner progress
- liaise with parents/carers
- co-ordinate cross-phase/cross-school transition
- co-ordinate external specialist provision.

The ALN manager is responsible for keeping the Headteacher regularly informed about the inclusive provision in the school. Teachers are responsible for meeting the needs of all learners in their class.

The school currently employs three full-time SEN Teaching Assistants who work with mainstream children to provide additional support in literacy, speech and language and communication difficulties and nurture support. School also runs catch –up intervention programmes and three TAs provide this support throughout the school

Inclusive Provision:

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

- Although all classes have a range of learner 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 learners and small groups of learners who are 'catching-up' on their basic literacy, numeracy and communication skills.

- Learners who require intensive support have a teaching assistant assigned to meet their needs for a proportion of the school day.
- Learners are grouped by ability where appropriate. Learners with a more particular learning difficulty work in smaller groups or classes.
- Cross-class inclusion is provided for learners in certain subjects to meet individual needs.
- Teaching staff and Teaching Assistants support learners with emotional and behavioural difficulties and where appropriate all staff are made aware of the needs of the individual child and given strategies to support them. Our nurture TA also runs social skills groups to support children with E.B.D.
- Computers and a range of ICT equipment is available to support learning in every classroom.
- Curriculum initiatives are adapted to meet learner needs. Subject co-ordinators provide a school matrix for their subject that provides continuity and progression throughout the school for all learners. 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 learner ability. Issues of gender and ethnicity are also addressed in reading materials.
- Both Specialist Teaching Facilities (STFs) have strong links with other facilities in the county and regularly visit these provisions to develop friendship bonds and share good practice and resources.
- Teaching Assistants support learners from the specialist facilities whilst they integrate into the mainstream school. Learners whose statements suggest that they would benefit from a small group situation with a high adult to child ratio have support in the mainstream for a high proportion of the time.
- Danygraig Primary School operates a policy of 'reverse integration' whereby targeted learners from the mainstream school access the expertise, high staffing levels and resources in the STFs. In this way the school ensures that the provision in the school is utilised and used to meet the needs of all of the children.

Specialist Provision:

- The school has been awarded 'Dyslexia Friendly School' status. In consultation with teachers and parents children are screened using a variety of diagnostic tests as appropriate to their individual needs. The results of these tests are used to identify the individual strengths and weaknesses and to plan a programme of appropriate provision.
- All staff have received awareness training, and use of effective strategies for learners with specific learning difficulties and speech, language and communication difficulties.
- The ALN manager has completed a Post Graduate Diploma in Special Educational Needs. Three Teaching Assistants have received accredited ELKLAN training and the school is proactive in working with the Speech and Language Therapist in identifying and providing provision for children with speech, language and communication difficulties.
- The school currently runs specialist speech groups for learners with speech difficulties. Learners will attend these groups for 'block sessions' with input from the Speech and Language Therapist. The ALN manager will review the effectiveness of these groups termly.
- Learners with fine/gross motor difficulties are withdrawn on a weekly basis for 'DCD club' (Developmental Co-ordination Difficulties). These groups are taught by a suitably qualified Teaching Assistant.
- The Sensory Room provides specialist equipment and a light and dark area to cater for a variety of needs and multi-sensory activities. This room will also be used to establish a fully inclusive learning environment for both mainstream and STF classes including more able and talented learners.

External Support:

- The school has the services of a Speech and Language Therapist who works with classes, groups and individual learners to develop communication skills.
- A physiotherapist provides weekly sessions for learners with mobility and co-ordination problems.
- The school works closely with the Educational Psychologist, Educational Welfare Officer, Specialist Teachers and Advisory staff.
- LEA (EMLA Service) support children with English as a second language (including Asylum Seekers). An EAL teacher works at Danygraig Primary School on a part-time basis.

Resource Allocation:

The school allocates funding from its budget to promote and resource educational inclusion. The Headteacher, Strategic Management team and Governing Body Finance sub-committee prioritise and manage this budget.

Assessment Procedures:

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 learning goals and the National Curriculum levels of attainment. The LNF and routes to LNF provide teachers with information to monitor and review learner progress. Teachers monitor and review learner progress using these assessment criteria. This is recorded on INCERTS. In order to ensure accurate assessments are made, teachers moderate and standardise samples of learners' work and achievement across the curriculum. Subject co-ordinators monitor samples of learners' work from each key stage.
- A number of diagnostic and school based assessments including the Aston Index, and PHAB are used to identify specific difficulties. Results are discussed with the learner and parents and used to inform a structured, cumulative programme of support.
- Learners have individual targets and are involved in discussing their progress towards them. Progress is monitored and reviewed each term.
- The school's reward system of the 'Golden Table', badge winners for good citizenship, outstanding work and performance, effort, and improved behaviour, contribute to raising learner self-esteem and motivation. Good effort is celebrated in achievement assembly.
- Behaviour contracts identify inappropriate behaviour and encourage learners not only to reflect on the consequences of their behaviour, but also act as a focus for encouraging and acknowledging improvement. 'Reactive Plans' ensure that all staff understand possible triggers in order to limit challenging behaviour and to react uniformly to outbursts of challenging behaviour.

Professional Development:

The ALN Manger oversees the Inclusion related 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 childrens targets and objectives are shared between staff.

In recent years there has been whole school training and awareness raising in teaching children with specific learning difficulties (dyslexia), speech, language and communication difficulties and more able and talented children (MAT).

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 ALN Manger/ Departmental Heads or the Headteacher if they have any concerns about inclusive educational provision. Parents/ carers are also encouraged to keep in regular contact with the school regarding their child's progress. Home/school diaries are another source of contact. Parents are invited to an annual meeting with the ALN manager to discuss current assessment outcomes and provision for their child, in addition to twice yearly parent/teacher meetings. The school operates an 'open door' policy for parents wishing to speak to teaching staff and in accordance with the Code of Practice parents are invited to consultation and review meetings.

Evaluating the Inclusion Policy:

The Inclusion Policy will be reviewed during 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 learners 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.

Headteacher

Chair of Governors