



The Horsell Village School

Inclusion Policy

Preamble

At The Horsell Village School we believe that all children have the right to a broad and balanced curriculum. We aim to encourage every pupil to aspire and achieve the very best that they can through meeting their educational needs and personal development to prepare them for roles as adult members of society. This policy outlines how, as a school, we will endeavour to meet these aims.

At The Horsell Village School we aim to provide a secure environment in which children can absolutely flourish and develop.

- Children will be supported through a variety of measures to ensure that they are mentally and emotionally healthy.
- A safe environment is provided to enable all learners to achieve to the best of their capacity
- Children of all abilities are supported to achieve personal and social development which makes children aware of what constitutes bullying.
- Provide opportunities for all pupils to aspire and achieve the very best that they can regardless of educational need.
- Provide an environment where all pupils regardless of any physical disability can access the social and educational aspects of the school.
- Encourage and support inclusive learning, gender, culture, academic, social and emotional needs.

- Ensure pupils with EAL have equal opportunities to achieve and reach best of their capacity.
- Where possible involve children in decisions about their future role in school.
- Encourage positive behaviour in the community which shows respect for others.
- Provide confidence raising opportunities which enable children to deal positively with life changes and challenges.
- Provide children with the preparatory life skills to enable independent living and economic well-being.

We recognise that there may be a diversity of special needs relating to learning, health, behaviour, emotion and physical requirements. This document provides a framework for the identification of and provision for children experiencing difficulties and barriers to their learning.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs.

Leadership and Support Structure

All members of the school community has an influence on the education and welfare of the child with special needs, however it is the class teacher's responsibility in conjunction with the Inclusion Leader to ensure that the needs of all children are met on a day to day basis.

Inclusion Leader

As the Inclusion Leader is responsible for meeting the aims of the Inclusion Policy by :

- Overseeing of the SENCo, their role and evaluating children with special needs;
- Communicating and building positive relationships with outside agencies;
- Co-ordinating provision for children with special needs;
- Supporting and advising colleagues;
- Taking responsibility for the day to day implementation of the Inclusion Policy;
- Contributing to the professional development of all staff;

Class Teachers

Class teachers work towards meeting the needs of all children by;

- Being trained to meet the needs of children in the school;
- Providing a challenging, differentiated and stimulating curriculum;
- Recognising and being constantly aware of the needs of each individual child according to the ability, aptitude and changing circumstances affecting performance;
- Reading relevant recommendations made by outside agencies and implementing this in their planning for individuals;
- Close liaison with the Inclusion Leader in the identification, assessment, planning and monitoring of provision to support the needs of all children;
- Helping children to manage their behaviour and emotions through pastoral care;
- Interpreting and updating assessment data regularly;

Working with Parents

Positive parental involvement is important for the success of all children but it is particularly important for those with individual needs. Parents can support the aims of the school by;

- Ensuring that children attend school in good health, punctually and regularly;
- Being realistic about their child's abilities and offering them encouragement and praise;
- Participating in discussions concerning their children's progress and attainments;
- Ensuring early contact with school to discuss matters which might affect a child's happiness, progress or behaviour;
- Taking an active interest in children's learning by supporting homework that needs to be completed and hearing reading
- Allowing children to take increasing personal and social responsibility as they progress throughout the school;

In accordance with the SEND 14 Code of Practice parents are encourage to be involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Where appropriate pupils are given the opportunity to express their views and comment on their success as well.

Identification, Assessment and Record Keeping

Identification

The Horsell Village School recognises the significance of early identification of pupils needs and works closely with other professionals already involved with pupils on entry to the school. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It

is also important to identify the full range of needs, not simply the primary need of an individual pupil. Identification is supported by a number of strategies both formal and informal.

Assessment

The assessment procedure is generally initiated by the class teacher (see Assessment Policy). The class teacher, SENCo and Inclusion Leader will endeavour to monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both informal and formal assessment. Any information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child.

EAL pupils are initially assessed by the class teacher who works with child identifying specific needs. Where it is necessary to determine whether a pupil's difficulties are due to SEN or EAL then a more in depth assessment may be required.

Working with Support Services and External Agencies

The school promotes the value of specialist advice and support from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our learners.

The Support Services and External Agencies working closely with the school include:

- Educational Psychology Service
- Language and Literacy Support
- Physical and Sensory Support
- Educational Welfare
- REMA (including Traveller Education)
- Behaviour Support
- Outreach
- CAMHS
- School Health
- Speech and Language Therapy
- Occupational Therapy
- Social Services

Complaints

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy.

Staff Development

The Inclusion Leader in consultation with the SENCo and Headteacher will review the needs of the teaching and support staff and provide relevant INSET via external and in

school training. The needs of the pupils and the interest areas of the staff will also be taken into account when planning INSET.