



ROSSMORE SCHOOL

INCLUSION POLICY

GENERAL STATEMENT

This School believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this School, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

AIMS

The School aims to

- Help pupils develop their personalities, skills and abilities;
- Provide appropriate teaching which makes learning challenging and enjoyable;
- Provide equality of educational opportunity.

OBJECTIVES

- Ensure implementation of government and Local Authority (LA) inclusion recommendations.
- Ensure the School's Inclusion Policy is implemented consistently by all Staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of need
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise value and celebrate pupils' achievements, however small.
- Work in partnership with Parents/Carers in supporting their child's education.
- Guide and support all School Staff, Governors and Parents in inclusion issues.

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 pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

CO-ORDINATING INCLUSION

Miss Macey is the Inclusion Co-ordinator. Her role is to monitor the inclusion policy on its effectiveness; monitor and assess inclusive provision; 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 pupil progress; liaise with parents; co-ordinate cross-phase/cross-school transition; coordinate external specialist provision. Miss Macey reports annually to the Governing Body regarding inclusive provision in School. All Teachers are also responsible for meeting the needs of all pupils in their class.

INCLUSIVE PROVISION

The School offers a continuum of provision to meet a diversity of pupil's needs. Although all classes are mixed ability, Class Teachers have the flexibility to set smaller ability groups, within their class, for Literacy and Numeracy. Additional in-class support is available in all classes, which is provided by Teacher, Teaching Assistants and the Safeguarding, Pastoral and Inclusion Lead (SPIL) This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic Literacy, Numeracy and communication skills. The SPIL supports all pupils with their emotional literacy and behavioural difficulties. Computers are available to support learning in every classroom, as well as iPads in all classrooms.

Out of class provision is available to pupils with Education and Health Care Plans of SEND (EHCP) who require specialist literacy, language or behaviour management programmes.

Ranges of extra-curricular activities are available during lunchtime and after school for example: art club, recorders, cookery, homework club, football and netball teams and residential adventure activity weeks.

During physical activities provision is made by staff to include all children, through a variety of methods, irrespective of age, ability, gender, ethnicity, language and social background, and best use of the school and its resources is used to reduce any barriers.

EXTERNAL SUPPORT

The School, through its Service Level Agreement, buys in additional external specialist advice and support from the LA's Sensory and Learning Support Services, the Speech and Language Service, the Emotional and Behavioural Development Outreach Service, the Ethnic Minority Achievement Service and the Travellers Education Service. Specialist teachers from these services provide support or intervention in the form of direct teaching, in-class support, counselling and assessment of pupils' needs and progress. The School also has access to an Education Welfare Officer, the Educational Psychologist and a Link Adviser. The latter two people are able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, Early Years provision, as well as assisting with the identification and assessment of pupils' individual needs.

RESOURCE ALLOCATION

The School allocates part of its budget to resourcing educational inclusion. The Headteacher reviews with the Governing Body and approves the necessary curriculum priority spending that supports moving inclusive practice forward.

Date of Policy: January 2024
Date of Review: January 2026

The Special Educational and Disability Needs Co-ordinator (SENDCO) organises and plans the amount of additional in-class and external specialist support required by pupils on the SEND register. The pupils at School Support are covered from within the School's existing budget, and receive in-class support from Teachers and TAs.

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 assessment system, which relates to the early learning goals, the P Scales for pupils with learning difficulties, the extended scales for EAL, and the National Curriculum levels of attainment, including exceptional performance for gifted and talented pupils. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, Teachers moderate and standardise samples of pupils' work and achievements across the curriculum.

Under-achievement is identified as early as possible through Teacher referral and Balance. Pupils are set individual challenging targets, which address the area of under-achievement. Pupil progress is monitored and reviewed daily within classes and termly by Teachers and Senior Leadership Team.

The School's Merit reward system and certificates of achievement for outstanding work and performance, effort and improved behaviour, contributes to raising pupil self-esteem and motivation.

PROFESSIONAL DEVELOPMENT

Staff are kept fully informed about LA, national and regional training courses, seminars and networks that relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the School. Staff are also encouraged to observe good inclusive practice within School and also in other schools.

PARENT PARTNERSHIP

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Head if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The Home-School Agreement outlines how parents can support their child's learning at home.

EVALUATING THE INCLUSION POLICY

The Inclusion Policy is reviewed annually. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors, and the comments from the annual parent questionnaire. In the light of the findings, the policy is revised and amended accordingly.