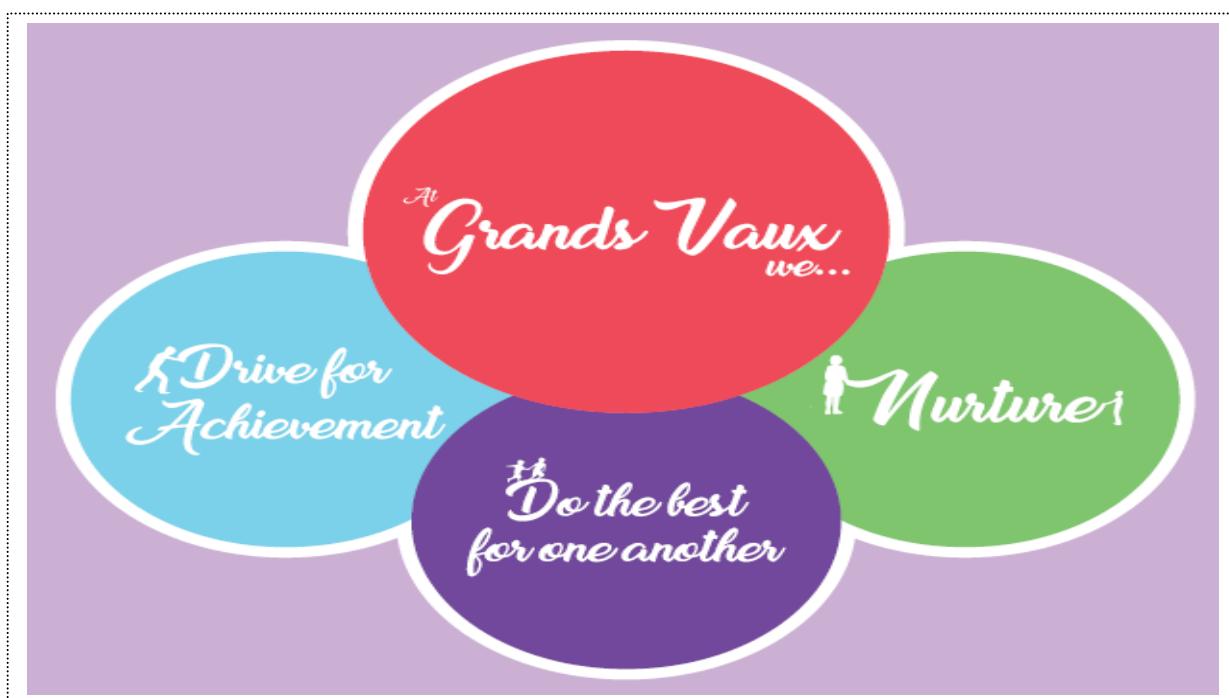




Inclusion Policy



Agreed:

Review Date:

All policies at Grands Vaux Primary School reflect the inclusive ethos stated in our School Vision:



This policy aims to:

- Define what is meant by 'inclusion' with reference to Grands Vaux School
- Outline the main ways in which Grands Vaux is an inclusive school
- Describe procedures to ensure that all children with special educational needs are identified, assessed and given the most appropriate support to be fully included

Definition of Inclusion

Grands Vaux is committed to inclusion and thus it ensures that the necessary provision is made for every pupil in the School community. Grands Vaux is passionate about Inclusive education for all children and it welcomes a diversity of culture, religion and ability, gender, or sexual orientation and strives to meet the needs of all young children with a learning difficulty, disability, disadvantage or special educational need, so they all play a full part in the curriculum, culture and community of the school.

Grands Vaux School follows the Education Department's Code of Practice (2017) which states that all children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential and which enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education and/or training.

Effective Inclusion to support our Vision

An inclusive culture, at Grands Vaux School, is created through building community and establishing inclusive values.

Building Community

Everyone is made to feel welcome. Visitors to the school are greeted by helpful office staff and an informative photographic display of all staff. There is a welcome pack for new arrivals and a special induction pack and induction evening for children starting in nursery and reception. Staff are approachable and the children are specifically taught social skills. Parents /carers are welcomed into school for consultation evenings, curriculum evenings, day-time sharing sessions, assemblies, pre-trip information evenings and as parent helpers. The PTA organise numerous events throughout the year, involving parents, staff and the wider community e.g. bingo, fayres, special food days, discos and movie nights.

Pupils help each other. Collaborative learning is encouraged through a 'Talk Partners' approach. New pupils are given a buddy who introduces them to new routines. Community Builders and Circle Time encourage peer support. The school now has an established "Young Interpreters" Club to support new starters to the school.

Staff collaborate with one another. There is a planned schedule of regular meetings to aid collaboration: management, subject leaders, teaching assistants, whole staff, key stage. Staff complete formal and informal observations. Staff are supported by line managers, subject leaders and the SENCo informally and through subject INSET.

Staff and children treat each other with respect. Teachers model appropriate use of words, actions and behaviours to one another and to the children. All members of the school community strive to keep to the Grands Vaux Rules for All. Children are routinely praised and acknowledged.

There is a partnership between staff and parents / carers. Staff are approachable and make themselves available to parents at the start and close of the school day. Parents / carers are kept well informed with general and class newsletters. The School Website and Facebook feeds inform parents of their children's curriculum and special events. Staff share Individual Learning Plans of children with parents / carers at least once a term. A designated member of staff acts as a 'Parenting Support Worker', providing support for parents within school and liaising with 'The Bridge' and external parent support groups when needed. The school also has its own Family Support Worker and Primary Mental Health worker, who work with families to provide emotional support and wellbeing.

Local communities are involved in the school. A wide range of local people are invited into school e.g. Reading volunteers from local businesses and the community and trained parents to support reading; fire, police and ambulance service and the library staff.

Establishing Inclusive Values

There are high expectations for all pupils. High standards of behaviour are expected and maintained (see behaviour policy). Children are made aware of what a successful learner is. Children are aware of, and have a say in, the setting of individual and group targets. On-going assessment data using the SIM's programme gives clear evidence of children's progression.

Staff, pupils, parents and carers share a philosophy of inclusion and equality. Parents / carers are further involved in the philosophy of inclusion through: curriculum evenings, parent sharing sessions, parent consultations, assemblies, home-school agreements, open days, ILP reviews, newsletters, reports and social events. Pupils are further involved in the philosophy of inclusion through: Grands Vaux Rules for All expectations in class and the playground, community builders, circle-time, class contracts, clubs and extra-curricular activities.

Staff seek to remove barriers to learning and participation in school. Staff use a wide range of learning and teaching approaches (see learning and teaching policy, homework policy and specific subject policies). They use a variety of differentiation techniques and take advantage of in-service training for supporting those with special educational needs. A members of the school SLT and Educational Welfare Officer work with parents / carers to minimise absenteeism and disaffection.

Emotional Welfare has a high priority. Emotional well-being is specifically catered for in a three-tier system ranging from 'universal provision', through group support to specifically tailored, individual programmes for high priority pupils. In this way, pupils' social and emotional skills are supported and enhanced at their own level of emotional literacy. These programmes are delivered by the Well-being Facilitator, trained teaching assistants (ELSA), a designated Family support Worker (to work in school and at home) a Primary Mental Health Worker and a Parenting Support Worker within the school.

Looked After Children

Many looked after children have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience needs careful assessment and planning. Schools have a Statutory responsibility (Children and Young Persons Act 2008) to appoint a designated member of staff to have responsibility to promote the educational achievement of looked after children who are registered pupils at the school.

At Grands Vaux, the Headteacher is the designated teacher for LAC children and it is her responsibility to:

- have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.
- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- ensure all LAC children have a Personal Education Plan (PEP) as part of their overall care plan. The PEP is a shared document which includes the information that everyone needs to help their conversations, planning and the delivery of strategies required to make sure the child gets the support and provision needed to succeed.
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.
- lead on how the PEP is used as a tool in school to make sure the child's progress towards education targets is monitored.
- make sure that the PEP is updated twice yearly and available in time for the Children's Services to review the child's wider care plan.
- ensure looked after children make a smooth transition to their new school including making sure there are effective arrangements in place for the speedy transfer of information

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	July 2018	Jamie Hazley	NEW POLICY AS REMOVED FROM SEN POLICY	MM		