

# **Reedings Junior School Inclusion Policy**

## **Rationale**

We are committed to giving all our pupils every opportunity to develop to their full potential. In this school, inclusion recognises every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to his/her individual ability, talents and personal qualities.

## **Aims**

Our school aims to be an inclusive school by:-

- Helping all pupils develop their personalities, skills and abilities
- Providing appropriate teaching which makes learning challenging and enjoyable
- Providing equality of educational opportunity
- Weekly opportunity in Sharing Assemblies to celebrate class contributions, individual Merit awards and out of school achievements

## **Objectives**

- To ensure implementation of government and LEA inclusion recommendations so that pupils have access to an appropriately differentiated curriculum
- To ensure that the school's inclusion policy is implemented consistently by all staff
- To recognise, value and celebrate pupil's achievements, however small

## **Definitions 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, disability, gender, ethnicity and social background and the maximising of resources to reduce these barriers, ensuring equal opportunities for all pupils.

## **Co-ordinating Inclusion**

The school has an Inclusion Co-ordinator (INCo) whose responsibilities are:

- To keep the inclusion register up to date
- To monitor pupils' progress and liaise regularly with Headteacher and SLT
- To identify barriers to learning and provide staff with appropriate strategies
- To liaise regularly with the Lead Teacher for gifted and talented pupils
- To attend termly cluster meetings for SEND and lead G&T teacher to attend local meetings
- To liaise with subject co-ordinators when local enrichment days are arranged
- To be responsible for keeping the appropriate governor informed about inclusive provision in the school
- To meet annually with the Inclusion Co-ordinator (INCo) of Fawbert and Barnard School regarding pupils (SEND, G&T) transferring to Reedings
- To liaise with receiving secondary schools regarding SEND/G&T pupils

## **Inclusive Provision**

All teachers are responsible for meeting the needs of all pupils in their class through a variety of teaching styles and information communication technology. Additional support is available in all classes which is provided by Teaching Assistants and the INCo. This additional support is targeted at individual pupils and small groups of children who need to catch up on their basic numeracy and literacy skills.

After school, a range of weekly extra-curricular activities is offered to all pupils on a termly basis.

**Outside Agencies** include specialist guidance from:-

SpLD Base at Thorley Hill  
Speech and Language Therapist  
Occupational Therapist  
Specialist Advisory Services  
Rivers ESC  
School Nurse/CAMHS  
Attendance Improvement Officer  
Aspects (counselling)  
Communication Disorder Team

## **Professional Development**

The INCo oversees the professional development opportunities for staff which relate to inclusive educational practice. After attending these courses, staff are expected, where appropriate, to disseminate and share the knowledge gained. The INCo and, where appropriate, other staff attend courses arranged by local SpLD Base.

## **Resources**

Where appropriate, resources are sourced for individual children with difficulties e.g. speech, language, fine/gross motor skills

## **Parent Partnership**

In this school there are termly opportunities for parents to discuss their child's progress against targets set on the Individual Provision Plan (IPP). In addition, parents can arrange to see class teacher/INCo at other times as this school has an open door policy.

## **Evaluation of Inclusion**

- Assessment for learning is ongoing and formal pupil progress meetings take place termly
- Pupils not making expected progress are identified
- A range of intervention strategies are used, depending on the needs of individual pupils. In addition, extra booster support is offered in Yr 6, along with 1:1 tuition and mentoring where appropriate
- Using inclusion register/class provision map, the INCo tracks pupil progress for all special educational needs