

Inclusion

Rationale

The National Curriculum 2000 gives teachers a statutory responsibility to teach an inclusive curriculum. It sets out the principles of:

1. Setting up suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning.

The SEN Code of Practice 2001 says that these principles should be operating in every classroom:

“Most pupils access and make progress with an inclusive curriculum without any great difficulties. The wide range of strategies that skilled teachers can bring to bear is usually enough to meet whatever learning needs pupils may have. This is often true even where pupils have more persistent or serious difficulties. The more flexible and responsive the strategies are, the more likely it is that such difficulties will not hinder adequate progress. This is why it makes good sense to invest in the quality and effectiveness of strategies in classrooms to meet a diversity of learning needs.”

It then sets out the conditions under which pupils with a recognised learning difficulty will be regarded as needing provision which is ‘additional to or different from’ that which is generally available. The emphasis throughout is inclusivity rather than a system of staged support which can become excluding.

Inclusion Principles

Inclusion is concerned with the learning, participation and equal opportunities of all children and young people, all of whom have a right to access to the curriculum. It has wider implications than the identification of children and young people with special educational needs. It could apply to any or all of the following:

- Girls or boys where there are gender issues;
- Minority ethnic and faith groups, travellers, asylum seekers and refugees;
- Children who need support to learn English as an additional language (EAL);
- Children with special educational needs including those considered to have emotional, behavioural or social difficulties;
- Children with physical disabilities;
- Children who may be gifted and talented;
- Children in need including those in public care;
- Other children, such as sick children, young carers, children from families under stress, and children who are at risk of disaffection and exclusion from school.

- Children whose families may be seriously disadvantaged by poverty and/or rural isolation.

Promoting inclusion will help all children and young people to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities within schools and other settings where diversity is understood and valued such as youth centres, libraries and outdoor education centres.

Inclusive principles highlight the importance of meeting the individual needs of all children and young people equally, whether they have identified 'special needs' or not. Seaton Primary is a school setting which is dedicated to meeting the individual needs of each child. Inclusion is a process in which pupils, parents or carers, teachers and other agencies or departments work together in partnership to develop the application of 'Inclusion Principles'.

Implementation

We are aware of the need to: -

1. Enable Seaton School to be fully accessible to all children as far as reasonable practicable (eg taking steps to improve access).
2. Ensure early identification, assessment, support and review of the needs of all children.
3. Promote partnership with parents/carers.
4. Ensure the effective use of resources by listing and disseminating.
5. Promote the use of external educational expertise to enable the sharing of ideas and flexible responses to the needs of all children.

Links with other School Policies

Inclusion has an affect on many school policies. All the following policies will have regard for Seaton Primary School Inclusion Policy:

SEN, Behaviour and Discipline, Children Protection, Admissions, Citizenship, PSHE, Staffing Attendance, Professional Development, Health, Community, Able and Talented, All Curriculum policies, Early Years.

Targets for Development in Improving Inclusion

- Provide a welcoming environment for all;
- Ensure that work/displays celebrate the diversities in society;
- Admit all pupils from our local catchment area in line with our admission policy;
- Social inclusion issues will be addressed through the schools equal opportunities policies when appointing staff;
- Provide appropriate resources to meet the needs of inclusion;
- Review our SEN policies to include development towards greater inclusion;

- A greater understanding and training for all personnel;
- Have clear guidelines on the role of external agencies to support inclusion;
- Ensure that SENCOs and senior managers aim to offer all staff guidance and support to raise awareness of social inclusion;
- Ensure classroom management curriculum plans will be reviewed regularly to ensure a full entitlement is accessible for all pupils;
- Provide a range of teaching styles and strategies to meet the needs of all the pupils;
- Ensure assessments/rewards for all pupils will be addressed according to their specific needs;
- Ensure social inclusion is addressed through IEPs as set out in the Special Needs Policy;
- Offer extra curricular activities to all pupils as appropriate, with particular regard to recommended safety guidelines;
- Value the importance of LSAs and aim to provide support and appropriate training;
- Address social inclusion through PSHE policies;
- Provide training which will equip staff with strategies to address behaviour management issues;
- Work closely with parents/carers to identify and address behavioural concerns through agreed guidelines

Monitoring

The school will monitor the policy implementation and effectiveness through:

- Appointment of a school co-ordinator (the Headteacher).
- Professional development of teaching and support staff.
- Sharing of best practice.
- Governors review provision annually. (Co-ordinator's Report).