

Biddick Primary & Nursery School

Policy for Inclusion

POLICY FOR INCLUSION

All children have a human right to be educated with their peer group. At Biddick Primary School we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At Biddick Primary School we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school.

Different Groups in the School

- ◆ Girls and boys.
- ◆ Minority ethnic and faith groups.
- ◆ Pupils with Special Educational Needs.
- ◆ Gifted and talented pupils.
- ◆ Children 'looked after' by the local authority.
- ◆ Other children, such as sick children, young carers and those children from families under stress.
- ◆ Any pupils who are at risk of disaffection and exclusion.

Roles and Responsibilities

At Biddick Primary School all staff have a responsibility to promote inclusion.

- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Admissions Policy

All applications for places at Biddick Primary School will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Foundation Stage teacher makes Nursery visits. If the school is aware of

Special Educational Needs before a child starts school, Biddick Primary School will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At Biddick Primary School, should it prove necessary, every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or which have come into the country recently. Assistance will be sought from bi-lingual teachers if translation is necessary.

Monitoring

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- ◆ All Reception pupils are assessed on entry using Baseline Test. These assessments are used to inform the school of any diverse needs the child might have.
- ◆ To monitor progress and attainment, the pupils take part in QCA and NFER tests.
- ◆ Year 2 and Year 6 take the SATs tests. Optional SATs in Years 3,4,5.
- ◆ QCA and SATs results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- ◆ The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Head Teacher.
- ◆ Records are kept of any incidents of a serious nature, including racial incidents, these are reported to the LEA termly.
- ◆ The attendance of pupils is monitored weekly by the Carole Bunny, ESW. The ESW and the Headteacher work in collaboration if attendance becomes a cause for concern.

Disaffected Pupils

At Biddick Primary School every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances following Sunderland LEA guidelines.

Partnership with Parents

Biddick Primary School recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect. At Biddick Primary School parents are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

Further Information

Useful Documents and Resources

CRE	Learning for All – Standards for Racial Equality in Schools 2000
CSIE	Index for Inclusion
DfES	Social Inclusion: Pupil Support (Circular 11/99)
DfES	What the Disability Discrimination Act (DDA) 1995 means for Schools and LEAs (Circular 20/99)
Folens Publishers	Primary Professional Development: Behaviour Management and Policy (FA6505)
Folens Publishers	Primary Professional Development Able and Gifted Children (FA541X)
Ofsted	Evaluating Educational Inclusion
Ofsted	Improving City Schools
Ofsted Raising School and LEA responses	Attainment of Minority Ethnic Pupils:

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Assessment

Responding to pupils' work / Feedback / Marking policy

Handwriting and Presentation Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Member of staff responsible: Susan Stothard

Date policy written:

July 2012

Date approved by the full Governing body:

Date to be reviewed: July 2013