

Fivemiletown Primary School Inclusion Policy

Incorporating

- Special Educational Needs
- Newcomer
- Disability
- Medication needs
- Allergies
- Religious Education

This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members.

Inclusion incorporating Special Educational Needs

The vision of the Department of Education is 'to ensure that every learner fulfils his or her potential at each stage of development'.
Fivemiletown Primary School shares this vision

Definition of inclusion

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities.

Inclusion in education therefore involves:

- Valuing all children and staff equally.
- Recognising the need for
 - ❖ social inclusion - gender/sexuality, social class, ethnicity, religion and
 - ❖ provision for children considered to have special educational needs
- Increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of the school.
- Restructuring the cultures, policies and practices so that they respond to the diversity of children in the locality.
- Reducing barriers to learning and participation for all children recognising that inclusion is a process not a state
- Learning from attempts to overcome barriers to the access and participation of particular children to make changes for the benefit of children more widely.
- Viewing the difference between children as resources to support learning, rather than as problems to be overcome.
- Improving schools for staff as well as for children.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.

Therefore:

Inclusion is characterised by an attitude that not only respects but also welcomes diversity and involves partnerships between all stakeholders.

Inclusion - relationship with areas of learning:

The United Nations Convention on the Rights of the Child is based on the principles of participation, inclusion and equity. The inclusive classroom is one that provides for the learning of a diverse range of children. Our focus will be on curricula provision and classroom practice based on learning diversity. We aim to provide suitable learning opportunities for all children enrolled presenting each child with an appropriate curriculum which will contribute to him / her having a sense of competence and control, feeling equally valued and deriving a sense of satisfaction and success.

The full and effective participation and progression of all pupils will be achieved by:

- Acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils; using such differences constructively to raise confidence and self- esteem.
- Ensuring access to learning at an individual level, through differentiated teaching and learning strategies that respond to the diversity within the classroom (gifted - low achievers in this area of learning).
- Setting high expectations
- Providing materials e.g. text from a range of culture and which is free from discrimination and stereotyping.
- Accessing, when appropriate, the support of outside agencies e.g. speech and language therapist
- A commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.

By so doing we aim to provide for all children so that they reach their full potential in all areas of learning according to their individual abilities.

While our focus will be on the total learning environment rather than 'individual need' or 'difficulty' it is recognised that particular adjustments may be necessary in order to facilitate optimum participation for some children. These particular children may have an assessed special educational need, be disabled, be a newcomer or require specific adjustment due to some other matter.

SEN

*"Special Educational Need" is defined as "a learning difficulty which calls for special educational provision to be made"
A child has a learning difficulty if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par. 1.4)*

It is the entitlement of every child at Fivemiletown Primary School to be given an education that builds on their strengths, addresses their individual needs and ensures progression. We aim to identify low achievers, underachievers and gifted children as early as possible in order to target interventions.

All staff are responsible for early identification of children with SEN through professional judgement, testing, information gleaned from parents, previous teachers, external agencies etc

When observation / assessment indicates a child may have special educational needs the SEN co-ordinator is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEN policy. An Individual Educational Plan is written with targets specific to the educational needs of the pupil having consulted the Good Practice Guidelines. These plans are discussed with parents and the child and are evaluated on a termly basis. Assistance may include interventions such as take appropriate withdrawal, differentiation of class work, additional adult assistance, specific resources / materials, use of ICT, reading partnership programme. We will always keep in mind how children view what they do and how it is valued and aim to ensure that children's self esteem and confidence are promoted. Additional external assistance is sought if and when deemed necessary by the SEN Co-ordinator and class teacher. The SEN Register is updated on a termly basis.

Staff will proactively build contacts with therapists and other support staff to ensure a close working relationship with other agencies involved with children e.g. Speech and language therapists. Programmes will, whenever feasible to be carried out in school with the support of classroom assistants.

Management of S.E.N. within the Policy

Roles and responsibilities:

Board of Governors (CoP para 2.3-2.6)

- Implementation and monitoring of the SEN policy having regard to the Code of Practice. The Governor with specific responsibility is -
_____.

Principal

The principal is also the S.E.N.C.O. and takes children in a withdrawal setting for language and literacy support.

As Principal

- Responsible for day to day management of all of the school's work, including its SEN provision, keep governors informed and work closely with assessment co-ordinator

As S.E.N.C.O.

- Responsible for the day to day operation of the school's special educational needs policy
- Responding to requests for advice from other teachers
- Co-ordinate SEN provision
- Maintain a SEN register - update on a termly basis.
- Liaison with parents of children with SEN
- Establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training
- Liaison with external agencies

As withdrawal teacher

- Work with specific individuals / groups to target particular aspects of learning / skill development
- Liaison with class teachers to ensure that best use is made of the time available

Assessment co-ordinator

- Ensure that data is used appropriately to identify and monitor the progress of children with special educational needs working with class teachers and in particular the S.E.N.C.O. to fulfil this task.

Teacher

- Responsible for meeting the needs of children in their class.
- Present materials appropriate to pupil's age, maturity, learning need/disability.

- Identify barriers to learning
- Implement appropriate programme/Education Plan to address the needs of children
- Monitor progress
- Liaise with SENCo/SEN teacher/other support services.
- Involve parent/pupil

Classroom Assistant

- Work in partnership with the teacher
- fully involved in children's provision, monitoring and reviews under direction of the teacher

Pupils

- Involvement in learning
- Experience success
- Take responsibility for learning

Parents

- Are informed and encouraged to be fully involved in supporting their child's learning working in partnership with the school

Identification of need

All staff are responsible for early identification of children with SEN through professional judgement, testing, information gleaned from parents, previous teachers, external agencies etc

When observation / assessment indicates a child may have special educational needs the SEN co-ordinator is informed and the child's progress is carefully monitored. Further assessment then takes place as outlined in the assessment policy. This may include the use of the following diagnostic tests:

- PhAB
- Quest - numeracy and literacy screening and diagnostic tests
- Salford Reading Test
- Single Word Reading Test
- Numeracy catch Up Assessment Interview
- Neale Analysis

An Individual Educational Plan is written with targets specific to the educational needs of the pupil having consulted the Good Practice Guidelines. These plans are discussed with parents and the child and are evaluated as appropriate to the child's needs and no fewer than twice yearly. Assistance may include interventions such as appropriate withdrawal, differentiation of class work, additional adult assistance,

specific resources / materials, use of ICT, reading partnership programme. We will always keep in mind how children view what they do and how it is valued and aim to ensure that children's self esteem and confidence are promoted. The progress of children receiving extra support is monitored by the SEN Co-ordinator and the teacher delivering the support. Teaching assistants report on assessment outcomes to the SEN Co-ordinator when completing Numeracy Catch-up and Reading Partnership.

Additional external assistance is sought if and when deemed necessary by the SEN Co-ordinator and class teacher. The SEN Register is updated on a termly basis.

Staff will proactively build contacts with therapists and other support staff to ensure a close working relationship with other agencies involved with children e.g. Speech and language therapists. Programmes will, whenever feasible, be carried out in school with the support of classroom assistants.

Record Keeping

A written pupil profile is kept for every child with an identified need. Current statements, IEPs and other relevant documents are kept by the SENCO in one of the filing cabinets in the Principal's office. Teachers have copies of all documents deemed essential for planning and monitoring. Documents deemed to be no longer current are stored in the children's individual folders in the class filing cabinets.

Information relevant to food allergies are shared with School meals staff.

When appropriate care plans including those for intimate care are formulated in consultation with parents and medical staff.

The school is registered as a Data Controller with the Office of the Information Commissioner (ICO). All information is stored in an appropriate manner. Information is shared with other schools when children transfer as set out in legislation.

Continuing Professional Development

The Principal oversees the professional development of **all** staff in consultation with the senior management team and ensures the

maintainance of a record of all staff training. This includes training in for example moving and handling when required. Those who attend courses disseminate and share knowledge with other staff as appropriate

The school is fortunate to have a good level of capacity in the staff including

- Principal has an Advanced Diploma in Equality and Diversity (formerly known as SEN) and holds the ICTU Award of Disability Champion at work.
- Four classroom assistants and one teacher have received training in Reading Recovery
- One teacher and two classroom assistants have received training in Numeracy catch up programme
- Five teachers and three classroom assistants have received training on autism
- Five teachers have received training in Primary Movement
- One teacher has received training in communication and language
- The majority of the staff received training from the ACE occupational therapy team.
- One teacher has received training in anti-racism

The school will be pro-active in accessing training for staff.

Links with other educational establishments and transfer arrangements

- Copies of appropriate records are made available in line with data protection legislation
- Where possible the SENCo/class teacher will communicate with the SENCo/class teacher of the receiving school

Disability

"Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities." Part 1 of Disability Discrimination Act 1995

Information and support will be accessed from parents, medical staff (through the parents e.g. occupational therapists and from the SELB support agencies e.g. Sensory support team. Necessary resources will be sourced.

The steps leading from the external doors will be painted regularly with yellow paint to ensure high visibility.

The disabled toilet will be available at all times.

It is recognised that access to the area of learning of physical development and movement / Physical education may require particular reasonable adjustments to be made. Discussions with parents will take place and reports / recommendations from medical staff will be accessed. Risk assessments will be completed. When assessed as necessary additional support arrangements will be put in place. It will always be the aim of the school to ensure optimum participation balancing this with safety concerns.

Newcomer

A growing number of children from minority ethnic groups have enrolled in the school over the last number of years. Some of these children have speak English as a second language and some have parents with limited spoken or written English. Support is provided to newcomer children through:

- ❖ Use of 'Together towards Inclusion - toolkit for diversity'
- ❖ Availing of the services of the Inclusion and Diversity Service (IDS)

**Inclusion and Diversity Service
North Eastern Education and Library Board
Antrim Board Centre
17 Lough Road
ANTRIM
BT41 4DH
Help-Line: 028 9448 2210
Email: ids@neelb.org.uk**

- ❖ Use of the interpreting and translating service e.g. Steps in Dungannon. Interpreters are employed when appropriate for parent meetings. Parents are encouraged to give permission for this.

Medication Needs

Parents should inform the school of any health / medication needs their children have through the data collection form on admission and on an

annual basis. The school should be informed of any changes during the year. The school has a 'Supporting Children with medication needs' policy. The school will deal sympathetically with any child with a health / medication need. See medication policy.

Allergies

The school will deal sympathetically with any child with an allergy. Day to day policy measures will be put into place for food management, awareness of the child's needs in relation to food and snacks in school. It will not always be feasible to exclude from the premises the food to which a child is allergic but appropriate steps will be taken to minimise any risks to children with allergies. Care plans, if required, must be in place before the child attends the school. See Medication policy.

ICT for inclusion

ICT is used to assist children to access the curriculum. See the relevant section of the DE 'Resource file for schools to support children with special educational need'

Religious education

R.E. is a compulsory part of the curriculum, although parents have the right to withdraw their child from part or all of RE or collective worship. The school respects this right and will accommodate any family wishing to withdraw their child.

As stated in the school prospectus:

The school's philosophy and ethos is genuinely and strongly based on Christian principles. Non-denominational religious education will be available to all children. This is intended to meet spiritual and moral needs as well as academic.

We endeavour to ensure that the values and standards taught in RE are applied throughout school life and in the wider community.

The whole school meets twice a week for assembly. Each Wednesday Ministers of the main denominations conduct assembly.

Fivemiletown Primary School

Parents' rights to have their children excluded from Religious Education, or Assembly are always respected provided a written request makes this clear. In the absence of this the school will assume that parents wish their children to attend Assembly.