



Inclusion Policy

We aim to provide for all our pupils the highest level of education. To give all pupil's the opportunity to attain their best. To provide an education for all our pupils regardless of their learning ability. To provide pupils support to enhance their learning further.

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v5.0

INTRODUCTION

THE AIMS OF OUR POLICY

We aim:

- To provide for all our pupils the highest level of education.
- To give all pupil's the opportunity to attain their best.
- To provide an education for all our pupils regardless of their learning ability.
- To provide pupils support to enhance their learning further.

OBJECTIVES

To fulfil our aims, the Inclusion Team will:

- Liaise and support subject teachers to incorporate differentiated Programmes of Studies which reflect the needs of the individual
- Provide appropriate and needs-led interventions as part of a continuum of provision using expertise from external agencies
- Use data on attainment and achievement to inform support, intervention and target setting procedures for individual pupils with additional learning and behavioural support
- Provide INSET to support professional development working closely with local external agencies.
- Seek specialist assistance from all children's service and any voluntary organisations which work on behalf of children with special educational needs
- Liaise with and support parents of pupils with SEN.
- Secure commitment from parents to support their child

PUPIL'S WITH STATEMENT FOR BEHAVIOURAL & LEARNING DIFFICULTIES:

We do not currently have the facilities to support pupils with very complex needs and the design of the building, as it exists in 2016 makes it unsuitable for pupils with certain physical difficulties. However, we are working to improve this situation and each application will be considered on an individual basis. Our Accessibility Plan shows how we plan to improve access for disabled pupils, including those with SEN, to the curriculum and to information, as well as how we plan to improve physical accessibility, as funds allow.

E.A.L

The majority of our pupils are bi-lingual or multi-lingual and have English as their additional language. Many of our learners are at an advanced stage at the time of admission and well supported to develop their language skills through the curriculum and additional literacy support. However, we have some who are at the very early stages or who have no or little English and the small class sizes assist pupils in developing English skills rapidly. Where additional support is required this is assessed and provision sought to ensure every student is supported well.

ASSESSMENT PRIOR TO ENROLMENT

The latest/previous school reports of applicants are obtained and assessed for any Pastoral care or support provided in Literacy and Numeracy. Schools and Parents are consulted for further clarification if required. This is to ensure the best interest of the child are met with as much detailed information as possible. In addition, all students undertake Maths and English entry tests and a short 'About Me' paper which facilitates contextual information for the teacher.

IDENTIFICATION OF STUDENTS ADDITIONAL BEHAVIOURAL AND LEARNING NEEDS:

Students who are thought to have Additional Learning needs are identified and assessed as early as possible. Further assessments are carried out to obtain pupils Attainment level in core subjects. Further assessments may be required if pupil's attainment level does not fall within the Key Stage boundaries. The class teachers are responsible to carry out these assessments and highlight areas of under development and improvement.

The School assessment data for each class is screened on a termly basis to diagnose pupils who are performing below the expected level. Class teachers are consulted and a decision for further intervention is agreed.

PROVISION

It is the aim of the school to provide each and every individual the best education possible. Each and every individual should have the chance to fulfil his potential. With this in mind the school provides a range of School Support from within its budget. The school receives no other form of funding for the following provision:

- In-class support
- Catch-up Programmes
- Booster lessons subject specific
- Supplementary catch-up work

SCHOOL ACTION

The school liaises closely with the student's teachers and parents/carers to develop an Individual Educational Plan (IEP). Targets are set and reviewed at least twice a year. Parents and students views are invited and highly valued as a contribution to the target setting and review process. Teachers and support staff monitor pupils' progress through the schools' behaviour and assessment management systems and refer any concerns to senior leaders.

During lessons, teachers will deploy a range of strategies such as differentiation, focused targeted support in class or out of class and additional resources to consolidate key skills and revise prior learning.

Catch-up Programmes and Boosters are planned at points during the year for specific students after school to provide pupils additional support. These are specifically targeted on raising particular Attainment levels in literacy and numeracy. Pupils are taught in smaller groups to provide focused and individual attention to the needs of the pupil. In addition, a range of Extra Curricular programmes and clubs are tailored to support students in the wider range of skills and literacies needed to ensure all students achieve their potential.

SCHOOL ACTION PLUS

When the school requires more specialised support in monitoring and delivering provision for a student, outside agencies and other specialist are consulted. Subject teachers and parents are made aware of the agencies and outside specialist who are involved. Individual Education Plans are written with targets agreed and reviewed at least twice a year by involving the Parents, Pupil, staff and external agencies. The IEP is sent home and also circulated to staff to ensure they can be consistently reinforced.

ASSESSMENT STAGE

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. In such a case, the school will make a referral to the Local Educational Authority. After referral, the school will work collaboratively with all agencies to support interdisciplinary assessment.

STATEMENT OF SPECIAL EDUCATIONAL NEEDS

The school will ensure that the needs of students with statements are fully met through appropriate provision and mentoring. Support is allocated according to the recommendations of Statements of Educational Needs. Individual Education Plans are written with targets agreed and reviewed termly. A progress Report is provided to the Local Education Authority funding the Statement.

EXTERNAL AGENCIES

The School will seek to engage the following agencies to assist further interventions where appropriate:

- Educational Psychology Service
- Children's Services
- Local Education Authorities /providers

SUPPORT AT HOME

It is imperative parents work closely with the school to support the child. Parents must check homework is done regularly. They must allow time to go through the work with the child and provide the school with feedback on related task. They must praise, encourage the child at home and use appropriate rewards to celebrate his achievements. The child must feel his/her hard work is being valued.

CONCLUSION

Harrow Primary School will try to ensure to the best of its ability that every child shall leave the school with the best academic, moral, spiritual and social experience he/she could have possibly gained.

LINKED POLICIES:

Behaviour Policy

Curriculum Policy

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