



Lidget Green Primary School

Inclusion Policy

This policy is reviewed: annually by the Senior Leadership Team

This policy is shared with staff: annually Date of this review: 27.04.2017

At Lidget Green we have a commitment to Inclusive Practice across the school. We welcome children and their families, staff, governors and visitors regardless of their background and seek to make them feel welcomed and valued. We ask only that they share our commitment to the well-being of the school community and its members.

General Principles

We seek to provide equality of opportunity and access to all groups – those with physical disabilities or additional educational needs (SEN), disadvantaged pupils those from ethnic minority groups or who speak English as an additional language. Sometimes equality requires positive discrimination or the deployment of additional resources; we are committed to removing barriers so participation in all school activities is available to all children. In addition, we aim to ensure that boys and girls have their different needs met and that no child should have a less enriching education because of their family's financial or social circumstances, especially those that are looked after by the local authority.

The Every Child Matters agenda points us towards personalised learning opportunities.

Teachers have a duty to:

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

and should consider and make differentiated plans for individual needs in their Quality First Teaching. They should also ensure that their Long and Medium terms plans, activities and resources should reflect the diverse society in which we live.

Children whose language needs, educational needs or personal circumstances leave them vulnerable to falling behind in their achievement or not engaging fully in their education are tracked and any necessary support planned each term. These groups of children are also targeted for extra support at times of transition, particularly when leaving the Primary School and going into Secondary Education.

We strive to provide an environment which enables every child to be safe and healthy within every area of learning. We enable every pupil to contribute to their school and community and become active and positive role models within society.

Related policies and Guidance

Details of specific arrangements for children with SEN (including physical disabilities), children who speak English as an Additional Language or who are New to English, 'Looked After' children and children who have been identified as More able are contained in the relevant policies.

Procedures for dealing with name calling or bullying are laid out in our Anti-Bullying policy. Our school charging policy outlines the ways in which we ensure that all children have equal access to off-site and extra-curricular activities.

Specialist SEN Provision

In response to the Disability Act 2001, we have taken steps to ensure that the school has been made more accessible for disabled children. There is also a hygiene room for children who require it. There is an up to date Accessibility Plan – see School Policies.

We have three dedicated members of staff who have gained the Nurture Group accreditation. Any children with social, behavioural and emotional difficulties are identified quickly and assessed through observations, the Goodman's Assessment tool and Boxall Profiles before the appropriate interventions are offered. These include differentiated behaviour management in class and our mentoring programmes.

Working with Parents/Carers

The school will liaise with parents and make them aware of any barriers to learning which can develop at any time in a child's education. Initially, it will be the responsibility of the class teacher to inform Parents/Carers of any difficulties their child/children develop and explain how the school is meeting the child's needs (see staged approach). The SENCo may refer those children with more severe learning difficulties to an outside agency and Parents/Carers will be kept regularly informed throughout this process.

The Parents/Carers of those children with a Statement of Educational Needs or Education Health Care Plan are invited to participate in an Annual Review in which the provision made for the pupil and the pupil's progress is reviewed.

We endeavour to work in partnership with parents/carers to facilitate positive outcomes for pupils with SEN. In partnership with the children's centre we offer the Nurturing Parents programme to parents and carers of children with social and emotional and behavioural needs.

We aim to achieve positive outcomes for all pupils with SEN such that they:

- reach their full potential
- develop independence
- make progress
- feel valued and included
- enjoy school

Roles and Responsibilities

Although it is the responsibility of all staff to support Inclusion, some staff have specific responsibilities:

Inclusion Manager/SENCO

Mrs Afshan Hassan

Inclusion & Safeguarding Officer

Mrs Angela Oldfield

Learning Mentor	Mrs Kathy Dowsett
Learning Mentor	Miss Sherrie Lake
Site Manager/ Learning Mentor	Mr Michael Hirst
Attendance Officer/ Learning Mentor	Mrs Ikhlq Khan
Parental Involvement Worker	Mrs Kamaljit Kaur
New to English Lead Teacher	Mrs Donna Harris

Inclusion of adults

Our Inclusive Practice includes equality of opportunity and access for all the school's stakeholders and other adults who use the school. Adults will not be discriminated against for reasons of disability, racial or cultural heritage, gender, sexuality, religious or political beliefs, or age.

We try to ensure that our premises, processes and procedures comply with the Disability Discrimination Act where at all possible. In accordance with Council Policy, any disabled applicant who demonstrates that they fulfil all the criteria ranked as essential on the Personnel Specification will be invited for interview.

We endeavour to provide interpreters when needed so that parents have equal access to information about their child's progress; where it is not possible to arrange an interpreter, parents will be welcome to bring somebody to aid them or may be given information in writing so that they can seek help independently.