



Holmleigh School Inclusion Policy

Rationale

- Inclusion is a process that maximises the opportunity for all children and young adults access a broad, relevant and stimulating curriculum in a range of educational settings appropriate to their needs.

Principles

- By 'Inclusion' we mean providing access to all children from our locality wishing to attend mainstream school may be children who previously might have attended a specialist educational facility some distance from their or those whose education may suffer a break, for example travelers and refugees or those in care (also known "social exclusion").
- Like many of our children, these children may have Special Educational Needs, but there needs are often far more complex and often combine with conditions that may be medical or emotional (e.g. trauma) in nature. As a consequence, their needs are very individual and very specific. In our school we aim to offer a curriculum second to none, which has both breadth and depth and which, in its variety and interest, can also offer a lot to children with these very special needs. As a whole staff, we have considered the challenges of inclusion and have agreed that we can and should respond, that we wish to offer places to all children within our catchment area whose parents request this option, while recognizing that the provision we can offer may well be very different from the specialist provision of a special school, or from any provision they have already experienced.
- In order to ensure that all children can be fully included, admission to the school is dependant upon adequate suitable resources (personnel, environment, equipment) being available through school and Local Education Authority (LEA) funding. In the case of children with complex physical needs, requiring high amounts of support (e.g. Physiotherapy, occupational and speech and language therapy), a limit of one such child per year group in order to ensure the provision of full inclusion and equality for all children in the school.
- We are committed to developing a whole school ethos that values all children and their families equally.
- A significant strength of our school is its children, who present a rich and diverse range of strengths and need hope to build on this and extend our understanding.

- We acknowledge the additional benefits, such as widening of horizons and development of tolerance that our community gains from working with children with a variety of needs. We see our learning environment becoming richer, more varied and interesting and a place in which we can extend friendships across all kinds of potential barriers, which stimulate us and motivate us all to learn from each other.
- Inclusion is a process, not a state, and we recognise the need constantly to audit and review our provision in light of changing circumstances and knowledge.

Entitlement

At Holmleigh, we recognise that all children are entitled to receive:

- Welcome, acceptance and real opportunities for friendships and positive relationships
- Respect from peers and adults
- Opportunities to achieve success and develop self-esteem in academic, personal and social areas
- A broad, balanced and relevant curriculum
- Support to become independent learners
- Opportunities to develop their learning in collaboration with their peers
- Appropriately challenging learning experiences and high expectations
- An environment and materials that promote, through display or topic planning, social and cultural diversity, positive images of race, gender and disability.

Responding to Individual Needs

We will endeavor to ensure

- That admission of children with special educational, physical, social, emotional and behavioral needs as positively and sensitively
- That their contribution is valued
- That all children are presented with positive images, e.g. through discussions, display and curriculum material
- That work is differentiated appropriately (possibly drawn from a different Key Stage) and with understanding different learning styles
- That we use approaches that draw on different strengths and aptitudes of our children and enable them to have fuller possible participation.
- That we vary methods of communicating to include forms that do not depend on spoken and written skills
- That we draw on skills from outside professions in order to enhance what we can offer
- That children have an opportunity to identify and evaluate their own progress, talking about ways in which they may be helped, in sympathetic discussions with school adults and parents
- That, where appropriate (e.g. in learning English as an additional language) they receive support from EMAS tutors within the school setting

Implementation

1. Creating A Whole School Ethos Through Awareness And Collective Responsibility

- We are committed to the process of developing inclusion as a whole school
- We involve children, parents, careers, all staff, the governors and the local community in this process
- We are committed to ongoing training of all staff
- We seek to ensure that there are clear arrangements for planning, implementation, funding, evaluating and monitoring
- Prior to any inclusion, we carry out an audit of the premises to ensure access is suitable and that health and considerations are taken into account
- We will work with the local authority to overcome problematic issues
- We will provide a secure, collaborative and stimulating environment
- We will aim to be flexible so that we can respond appropriately to needs
- We will ensure that planning, evaluation and time for reporting back (e.g. to parents) is built into the timetable/Development Plan
- We will ensure that appropriate assessment and support arrangements are in place
- We will ensure language use is appropriate through constant monitoring and through Disability Equality Training when available
- We will ensure that resources (e.g. books, CD-ROMs videos) are monitored to ensure that positive models are offered
- We will actively develop relationships with professional advisers in order to have access to a range of advice and resources
- We will aim to ensure that impairment of any kind continues to have a high priority in our equal opportunities policy
- We will share good practice

2. Working with Adults – Strategies for Developing Successful Inclusion

- All adults involved will have to access to the child's Education, Health and Care Plan (excluding sensitive papers where appropriate)
- Learning Support Assistants (LSA's) will have induction support from the LEA
- LSA's will attend a weekly planning meeting with their allocated child's class teacher so that they are aware of the week's objectives for work with their child
- LSA's will be able to attend a weekly meeting with the Headteacher or SENCO so that they are kept informed and can raise issues
- LSA's will be given time and opportunity to prepare and modify work materials
- LSA's will be informed of training opportunities and encouraged to use them
- Parents will be fully consulted and will be kept informed
- Parents will be invited to regular target-setting and review meetings throughout the year

Policy Review and Evaluation

This policy will be reviewed annually or whenever changes in legislation require attention. During the review consideration will be given to:

- i. Changing contexts
- ii. How far it has achieved its stated aims

The Headteacher, SENCO and Governing Body will be responsible for conducting the policy review.