

# Wellgate Primary School

## Inclusion Policy

### Inclusion Principles

- Staff at Wellgate Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

### Links with special schools

- We currently have a links with Greenacre Special School, and use them to assist in our inclusion of any children that we require help for. We also used these links to raise the profile of inclusion in our school by working on inclusive projects.

### Access to the Environment (see also School Access Plan/ Disability Equality Scheme)

- Wellgate Primary School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by a link corridor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Our front entrance doors have electric openers that can be remotely operated by a wheelchair user. Classrooms are accessed by corridors from which there is also wheelchair access. Doors in the corridors have stoppers on which enable them to stay open at all times but close automatically when the fire alarm sounds.

There is a disabled toilet on the main corridor, and there are disabled parking spaces in the car park. Access ramps to the nursery, upper playground and field ensure wheelchair access to the whole school is ensured.

- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds).
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

- Details of our plans and targets on improving environmental access are  
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contained in the Access Plan.

### **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum 's programme of study are flexible enough to meet every child ' s needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate and reasonable adjustments are made.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the "hidden curriculum" and extra curricular activities are barrier free and do not exclude any pupils and where necessary reasonable adjustments are made.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

### **Access to Information (see also School Access Plan)**

- All children requiring information in formats other than print have this provided (e.g. if we had a child who uses Braille).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. This

in done in accordance with specialist advice.

- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from outside agencies on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- We also recognise the importance of increasing awareness of British Sign Language (BSL) as a language and has included BSL as part of songs in the choir, and for simple communications with children who have speech delay.

- Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

### **Terminology, imagery and disability equality**

- The school has had staff meetings about disability equality and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name-calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- Wellgate Primary School encourages the inclusion of all children in all discussion groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- Wellgate Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audiotape, large print etc.

### **Disability equality and trips or out of school activities ( also see Disability Equality Scheme)**

- Wellgate Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children on a week long residential, and provide additional TA support for individual children as required.

- All children are welcome at our after school activities and we try to rearrange SEN transport as necessary.

### **Evaluating the success of the School's Inclusion Policy**

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
  - A reduction in the percentage of children with very low attainment,
  - An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
  - A reduction in behaviour incidents and exclusions
- We report progress against these targets to the governing body, which in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns.
- The policy itself will be reviewed annually by the school's SENCO.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

