

Downs Way School Inclusion Policy

Introduction

We believe that all pupils should achieve as much as they can and derive the maximum benefit according to their individual needs within the provision of the school. Our ethos of care and commitment, which is the foundation of our aims in educating the children, extends to involve the wider school community, e.g. staff, governors, parents and carers.

Aims

At Downs Way we aim to:

- actively break down the barriers to learning that can hinder or exclude any pupil
- meet the needs of all children, including those with special educational needs or disabilities, in a positive and pro-active way
- strive to maintain an inclusive ethos for all.

Objectives

In planning and teaching the National Curriculum and the Early Years/Foundation Stage Curriculum we recognise our responsibility to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

Our Teaching and Learning Policy, Assessment Policy, Special Needs Policy, Disability Equality Scheme and Action Plan and Race Relations Policy support these objectives.

Admissions

We will accept all children where possible. We will strive to accept any child who wishes to come to our school, but where their disability is such that their education and safety or that of others is severely compromised careful consideration will have to be given to their request for a place here. The school is pleased to welcome any child up to a maximum of 48 per year. In the event of the school being oversubscribed, the published admissions criteria will apply. The Local Authority may ask us to admit above PAN. We must admit children in Year 1 and 2 up to our PAN of 48 even if this means a class will contain more than 30 children.

Early Identification of Barriers to Learning and Participation

Our Special Needs Policy, together with the guidance laid down in the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005, provide a clear framework for identifying, assessing and meeting pupils' special

educational needs. Children identified through observation and assessment as being particularly able will be provided for with extension activities as appropriate.

Setting Suitable Targets for all Children

All staff are involved in the assessment of all children to a greater or lesser degree as every child visits every classroom for 'Buddies' as well as spending most of the week with 'their' teacher(s) and teaching assistant(s). For those children with special educational needs whose measurable progress may be more limited, we support the use of "P" scales. Data analysis undertaken by the Headteacher, subject co-ordinators and individual class teachers also support the maintenance of high expectations and suitable target setting for all children.

Working in Partnership with Others

We aim to involve all children in discussions about their learning or behaviour at a level that reflects their evolving maturity. We actively seek to work with parents/carers, governors and outside agencies and value the contributions that they make.

Training

In order to maintain and develop our inclusive ethos, we recognise the need to train all staff, including support staff, appropriately. Teaching assistants and special needs assistants have their own separate regular training sessions and are also invited to join the whole staff for appropriate training sessions. Lunchtime supervisors and other support staff will be given training as appropriate.

Monitoring and Review

This policy will be monitored and reviewed regularly by staff and governors. All members of staff and governors will receive a copy of this policy and it will be available to parents on request.

Reviewed Summer Term 2012

Review Date June 2015