



## St Mary's School Inclusion Policy

St Mary's School values the individuality of all children, parents and staff. We are committed to all children having every opportunity to achieve their full potential. We value the diversity of our school community and promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. The individual achievements, dispositions for learning and emotional well-being of all children are a high priority. We deliver a broad and balanced curriculum for all.

At St Mary's School we view Inclusion as a process that entitles all learners to:

“a broad, relevant and stimulating curriculum; in an environment that will have the greatest impact on their learning; and where they are able to learn, play and develop within their local community of schools. Every learning environment should meet the needs of learners, families and communities and have access to effective and efficient use of resources to enable this to happen.”

### 1: Aims

St Mary's School aims to be an inclusive school where all children, parents/carers, staff and other community members feel valued and involved. We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals, or groups of pupils. Providing equality for all of our children is a priority for us. We make this a reality through the attention we pay to the different groups of children within our school regardless of:

- Gender
- Lingual heritage
- Any identified Inclusion need
- Ability
- Differing family structures
- Risk of disaffection or exclusion.

#### 1.1 We aim to provide a system which:

- identifies all pupils with Inclusion needs (including Gifted and Talented)
- supports all pupils in working to achieve their full potential
- is non-discriminatory
- supports the class teacher and learning support assistants
- informs parents
- involves children in setting their targets
- accesses the relevant outside agency support.

We continually review what we do, through asking ourselves these questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?

## 2: Principles

St Mary's School recognises the following principles:

- “up to 1 child in 5 is likely to require special educational provision at some point during his school career” (Warnock)
- a pupil with Inclusion needs will have “a significantly greater difficulty in learning than the majority of children of his age” (Education Act 1981)
- a pupil may have special needs in any area
- parents / carers have a vital role to play as they are often the first identifiers of their child's needs.
- class teachers are also identifiers of and are a needs provider for a child with Inclusion needs.
- the class teacher will continue to have overall responsibility for a pupil's progress while s/he is being supported by a learning assistant, a member of an outside support agency or is receiving support from another teacher in school e.g. within the vertical grouping system.
- Consultation and ongoing dialogue between the teacher, parent/carer, pupil, Inclusion co-ordinator and outside agencies provider is essential

## 3: Procedures

The following procedures will be used when identifying pupils with special educational needs and allocating support for those needs. The process is in line with the Special Needs Code of Practice (Jersey 2005):

- the majority of pupils with special educational needs will be identified and supported in the first instance by their class teacher
- analysis of standardised test results will also be used to identify pupils with special needs
- the 'Graduated Response to Individual School Needs' will be used to assist placing every child with an identified special educational need at the correct stage of the statement procedure
- any pupil who does not make progress with differentiated support in class may be referred to the Inclusion Co-ordinator who will offer advice on setting appropriate targets
- a pupil at school action may be allocated additional support depending on the level (the severity) of their individual or specific need
- class teachers need to provide evidence that they have put targets/ strategies/ actions in to place to support a child (in consultation with parent/ carer/ pupil)
- support will be allocated to pupils according to the level of identified need and **not** shared equally between classes
- Class teachers are required to complete **class provision sheets** termly identifying staff and time allocation to meet the needs of individuals or groups in their classes.
- Class timetables must also show the deployment of learning support assistants in line with the Inclusion interventions.
- for pupils on the Inclusion register at SA+ Individual learning Plans (ILPs) should be completed by the teacher/learning support assistant – in conjunction with the pupils and parents/carers.
- teachers are responsible for keeping up to date records of ILPs in their class Inclusion folder. ILPs need to be reviewed half termly/ termly according to need and progress. They should be a working document.
- Inclusion folders will be handed to the Inclusion co-ordinator termly. They are a cumulative record and are handed up at the end of each academic year to the next teacher
- pupils arriving in Jersey with English as their second language may be allocated some extra teaching support from the EAL team
- when the school feels that additional, or more specialist, support is required for a pupil who has specific needs or is failing to make progress, then the Inclusion co-ordinator will refer to the appropriate outside support agency e.g. SALT, OT, CAMHS, MAL and Turnaround provision.
- following a lack of progress at School Action Plus or if a pupil meets the criteria, then the Inclusion co-ordinator will refer that pupil to the school's Educational Psychologist
- in some cases, it may be necessary to consult the school's Educational Psychologist and request a multi-disciplinary assessment of a pupil that could result in a Record of Need.

## 4: Strategies and Teaching Approaches

Pupils with special educational needs require strategies and teaching approaches which may differ from those being used with the rest of the class. In all cases, pupils will be best served by an appropriately differentiated / personalised curriculum. This may involve the use of P scales or extending the FSP into KS1.

The following approaches have been agreed by the staff at St Mary's School:

- an initial assessment may be carried out to identify a pupil's individual needs e.g. SPACES profile – this will build up a picture of a child's needs over a period of time

- the class teacher will prioritise a pupil's needs and plan to meet them (in consultation with the Inclusion co-ordinator if required) – SMART targets. They will be reviewed regularly in consultation with pupil and parent/carer
- if a child is failing to make progress despite SMART targets, appropriate differentiation, support from class teacher/ TA and parents then further consultation with the Inclusion co-ordinator is required and additional support/intervention may be allocated by the SLT depending on the need of the child
- the class teacher (and the Inclusion co-ordinator if needed) will decide together whether further targets should be set for a pupil, or whether a period of consolidation would be more appropriate
- support may be given individually or in groups either within class or by withdrawal to a quiet area where there are fewer distractions
- support may be offered in any area including behaviour where there is an identified need

#### 5: Resources

Resources are kept in the class room so that children can access them. When additional resources are needed to help support a child's needs, this will be managed by the SENCO.

#### 6: Assessment and Recording

Assessment of a pupil's need for learning support is based on teacher judgement through monitoring progress, noting success and agreeing next steps of learning.

When setting a pupil's targets the teacher will also define criteria for success. These will be used at the end of each review period to assess whether or not the pupil has achieved the targets.

Record keeping is vital in being able to assess a pupil's progress, particularly when in some cases the steps are small and the movement is slow. Teachers are required to collate evidence of progress against the success criteria e.g completed target sheets in the class Inclusion Folders. B squared will be used to track these children's progress.

#### 7: Monitoring and Review

The Inclusion co-ordinator will monitor the provision of support for pupils with special educational needs throughout the school by-

- assisting class teachers with documentation for pupils when required
- over viewing the work of support staff
- regularly reviewing ILPs
- analysing test results

#### CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	June 2016	Amory Charlesworth	Draft	Teaching staff	Maria Stegenwalner	30.6.16
0.2						
0.3						

#### ADDITIONAL INFORMATION

Planned review date:	Distribution:	
Associated policies	Name	Reference