

Recreation Road Infant School Policy for Inclusion

Definition from Children's Services

Inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

Inclusion is distinct from Integration

Integration is the process of accommodating children and young people into mainstream schools.

Inclusion is more than just an issue of placement. It is a way of thinking, which applies to all children in all contexts.

Inclusion focuses upon changes within the system rather than seeking to change the child.

At Recreation Road Infant School we believe:

EVERY CHILD really does MATTER. All children have the right to be accepted, to achieve and be valued for the contribution they make.

Inclusion involves:

- Addressing the needs of all groups that exist within our community.
- Addressing and valuing the needs of families.
- Recognising and valuing the uniqueness of every child.
- Children being encouraged and empowered to discover their own strengths and motivated to develop their own learning.
- The breakdown of barriers in order to enable pupils to succeed.

Our School Culture:

- Has an Inclusion focus within our Leadership Team.
- Offers a welcoming atmosphere with all families invited to spend time in school on a daily basis.
- Positively engages families through a range of support groups and activities.
- Promotes collaboration between all staff.
- Encourages close links between all staff, governors and members of the community.
- Confirms the principle of Inclusion through our published Aims and Values.
- Celebrates difference as well as working together.
- Has a SEND link governor.

Inclusion in Action:

- Our teaching must take account of the needs, interests, culture and abilities of all pupils.
- Ranges of pedagogies are used to suit different learning styles.
- Our planning should ensure that activities are differentiated by task and by outcome, so that children learn at their own rate.
- We will develop assessment for learning in order to take account of pupil voice and to inform future teaching.
- We will encourage pupils to reflect on their own learning and to become aware of their own learning styles and needs.
- Children are encouraged to use a challenge continuum with no ceiling on their learning.

- We explicitly teach Inclusion through our Learner Values.
- In order to meet the needs of individual children, early identification of children with SEND is essential.
- Staff will provide good role models in dealing with Inclusion issues, giving consistent messages and may teach Inclusion overtly through PSHE.
- We actively involve and listen to pupils.
- We work in partnership with parents, external agencies, all staff and the wider community.

School Policies

- Aims and Values
- SEND Information Report - part of the local offer
- Your Child's Special Educational Needs
- Norwich Central Cluster Handbook on SEND
- Guide for Parents/Carers to The Norwich Central SEND Cluster
- Teaching and Learning Policy
- Enquiry Based Learning
- Single Equalities Plan

Monitoring

- Questionnaires for parents and all staff.
- Evaluation of IEPs to ensure that all targets are SMART
- Evaluation of strategies in Support Plans
- Classroom observations
- Teaching Review Cycle
- Review of intervention strategies such as Sound Discovery
- Discussions with ALL staff
- EHC Plan and Transition Reviews for children with EHC Plan
- Pupil progress data
- Provision mapping
- Talk to children
- Contact with parents
- Feedback from outside agencies
- Register of children with SEND, EAL, Disability, Ethnic minority and those on intervention programmes.
- Regular reporting to link governors

Policy to be reviewed

- Spring 2020