

Hamp Junior School

Policy for Inclusion

POLICY FOR INCLUSION

All children have a human right to be educated with their peer group. At Hamp Junior School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

At Hamp Junior School, we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school.

Different Groups in the School

- ◆ Girls and boys.
- ◆ Minority ethnic and faith groups.
- ◆ Travellers, asylum seekers and refugees.
- ◆ Pupils who need support to learn English as an additional language (EAL).
- ◆ Pupils with Special Educational Needs.
- ◆ Gifted and talented pupils.
- ◆ Children 'looked after' by the local authority.
- ◆ Other children, such as sick children, young carers and those children from families under stress.
- ◆ Any pupils who are at risk of disaffection and exclusion.

Roles and Responsibilities

At Hamp Junior School, all staff have a responsibility to promote inclusion.

- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Admissions Policy

All applications for places at Hamp Junior School will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Since September 2008 the school has undertaken a Partnerships for Progress Project to improve links between Hamp Infants and Junior Schools. Through this collaborative project it has been possible to prepare effectively for the smooth transition of pupils with Special Educational Needs from the Infants to the Junior School, and resources have been allocated to support these pupils from the beginning of their time with us. The SENCO attends Consultation Meetings and Annual Reviews for pupils in Year 2 at Hamp Infants School.

At Hamp Junior School every effort will be made to provide support for families from ethnic minorities, especially those who speak English as an additional language or who have come into the country recently. A Polish interpreter is available to support parents in meetings or

reviews of their childrens' progress. The SENCO is a Lead Teacher for Ethnic Minority Achievement.

Monitoring

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- ◆ All pupils transferring from other schools are assessed on entry using a Baseline Test . These assessments are used to inform the school of any diverse needs the child might have.
- ◆ To monitor progress and attainment, the school is implementing APP (where pupil progress is continually monitored by teachers) in addition to annual Optional SATs.
- ◆ Test results undergo detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- ◆ Should further assessment be necessary, for instance in order to identify pupils who have specific learning difficulties, more specialised tests are administered by the Special Needs Co-Ordinator.
- ◆ The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Senior Management Team.
- ◆ Records are kept of any incidents of a serious nature, including racial incidents, and copies are sent to the LEA.
- ◆ The attendance of pupils is monitored constantly by the Head Teacher. The ESW and Home School Liaison Worker are alerted if attendance becomes a cause for concern .

Disaffected Pupils

At Hamp Junior School, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

Partnership with Parents

Hamp Junior School recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect.

At Hamp Junior School we have our own Home School Liaison Worker and Learning Mentor and can call on members of the Locality Team, including the Parent, Family and Schools Advisor for support where appropriate. We are also supported by the Lead Inclusion Mentor through the Behaviour Improvement Project. This network of support for our families is co-ordinated by the SENCO.

Parents are encouraged to visit the school to discuss concerns with the class teacher, SENCO or Head Teacher. Parents are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

Policy reviewed September 2009

To be reviewed annually

HA Honeyball SENCO

Further Information

Useful Documents and Resources

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| CRE | Learning for All – Standards for Racial Equality in Schools 2000 |
| CSIE | Index for Inclusion |
| DfES | Social Inclusion: Pupil Support (Circular 11/99) |
| DfES | What the Disability Discrimination Act (DDA) 1995 means for Schools and LEAs (Circular 20/99) |
| Folens Publishers | Primary Professional Development: Behaviour Management and Policy (FA6505) |
| Folens Publishers | Primary Professional Development Able and Gifted Children (FA541X) |
| Ofsted | Evaluating Educational Inclusion |
| Ofsted | Improving City Schools |
| Ofsted | Raising Attainment of Minority Ethnic Pupils: School and LEA responses |