



Inclusion Policy

Autumn 2020



Brierley Primary School & Little Bears Nursery
Mirion Street
Crewe
Cheshire
CW1 2AZ

INCLUSION POLICY

Nurture, Aspire, Believe, Achieve

AIMS

- Identify all children across the school who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure every child is given appropriate support (where needed) to have full access to the national curriculum in an aspirational, positive framework.
- Ensure that provision is in place to ensure children identified as having SEN are fully integrated into all activities across the school.
- Develop positive working relationships with parents to ensure partnership between school and home. Give parents a voice through the Parent Forum in the formation of strategies employed by the school to boost progress and inclusion amongst all children including those identified as having additional needs.

Inclusion

Inclusion is the umbrella term that defines a range of strategies to ensure all pupils across the school, regardless of SEN, are able to access the curriculum and activities run in the school. The school should look to overcome barriers to learning and boost an ethos that values diversity and dignity for all children. In all year groups, it should be ensured that classroom enrichment (including extra-curricular) activities encourage the participation of all pupils.

The relationship between teaching and support should follow an integrated strategy which seeks to provide classroom-based interventions first and foremost with extra interventions supporting the work of the whole class.

Effective inclusion is demonstrated by classroom staff, parents, school leadership and wider professionals working together to ensure challenge, dignity and an inclusive environment are present for all pupils across the school.

Supported Learning

We seek:

- To provide a broad, balanced curriculum for all pupils using effective differentiation at all levels.
- Commitment from all staff across school to ensure high quality mainstream education that supports SEN and removes barriers to learning.
- To have an awareness of SEN across the school and clear, effective strategies to ensure all pupils have access to the curriculum and other activities where appropriate.
- To promote a love for learning, independence, resilience and self-worth for all children across the school.
- To ensure every child has the appropriate support to manage transitions effectively.

Key Roles

The Governing Body, in co-operation with the Headteacher, determines the school's general policy regarding inclusion and its approach to the provision for children with additional needs. They also establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

Governing body and SLT

- Take responsibility for devising and implementing this Inclusion Policy through widespread consultation and application.
- Monitor and evaluate the success of this policy.
- Establishing appropriate staff and funding arrangements to ensure the aims set out in the policy are carried out.
- To oversee provision for children with special educational needs and to keep the Governing Body fully informed.

Inclusion Lead

- Daily implementation of the school Inclusion Policy.
- Advising the staff on SEN matters and CPD opportunities.
- Helping to draw together, reviewing and evaluating provision maps maintained by Class Teachers.
- Updating the SEN Register on a regular basis.
- Maintaining and scrutinising the records of SEN pupils.
- Initiating and contributing to multi-agency meetings (CCPM, Early Help, CP, CIN).
- Liaison with parents.
- Liaison with external agencies.
- Applications to grant organisations for additional SEN funding across the school.
- Sourcing and ordering of specialist equipment to help SEN children to access the National Curriculum.
- Ensuring sufficient challenge and opportunities for gifted and talented children to further explore areas of excellence.

It is the responsibility for all staff and volunteers across the school to ensure they work within the guidelines set out in the 'Working Together to Safeguard Children' and the revised 'SEN code of practise' (2015).