



Inclusion Policy

Status	Recommended
Audience	Governors, Head teachers, Teachers
Issued	September 2016

THE PRESCOT SCHOOL INCLUSION POLICY

Policy Approved: September 2016
Implementation Date: September 2016

INTRODUCTION

At The Prescott School we are committed to the principles of Inclusive Education, providing an environment in which all students can reach their full potential, removing all barriers that might prevent this from happening.

THE POLICY – OVERVIEW

Our Mission Statement in SEND is:

That all students and staff in our community aim to build a respectful learning environment in which we:

- Value each individual.
- Hold high expectations for all.
- Encourage curiosity.
- Recognise responsibilities and rights.
- Remove all barriers that affect learning in order that each child can achieve their personal best.

SEN Department Staff

- Mrs C Ness – SENDCO
- Mrs J Worrall – SEN Admin
- Mr P Tallant – Teaching Assistant
- Mrs S Krelle – Teaching Assistant
- Ms J Phillips – Teaching Assistant
- Miss H Ferguson – Teaching Assistant
- Mrs M Fowler – Teaching Assistant
- Miss K Farrell – Teaching Assistant
- Mrs S Fairclough – Teaching Assistant
- Ms L Luby – Teaching Assistant

PROCEDURES

It is the Mission statement that guides all our practice within the SEND department.

The purpose of this policy is to identify those students who have Special Educational Needs and Disabilities and outline how provision is made for those students at Knowsley Park School. All students have the right to develop their full potential. All children have the right to a broad and balanced curriculum including extra curriculum activities.

- To identify and monitor students individual educational needs.
- To plan effective curriculum to meet those students with special educational needs.
- To involve parents and caregivers and the student in reviewing targets.
- To work in close partnership with the students/caregivers/parents who have special educational needs.
- To work in close partnership with external support agencies to support the needs and provision of students with special educational needs.

SENDCO Role

Mrs C Ness is the SENCO for The Prescott School. She is responsible for co-ordinating the provision of Special Educational Needs and Disabilities throughout the school. If you have any concerns about your child's Special Needs she can be contacted on 0151-477-8680.

Governors Role

The Governing body has overall responsibility. The SEND governor is responsible for supporting the SENCO to:

- Ensure that provision is made for every child with SEND.
- Ensure that the LA have informed the Headteacher and SENCO of all statemented needs.
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEND needs.
- Ensure that parents are kept informed.
- Ensure that all students with SEND are included wherever possible in mainstream activities.
- Have knowledge and regard for the SEN Code of Practice 2002.
- That the school has a written SEN policy.
- Ensures that the SEND is reflected in the School Improvement Plan.
- The quality of SEND is monitored.
- Is regularly updated by the SENCO.

Arrangements for Co-ordinating Provision for Children with SEND

It is the classroom teacher's responsibility to meet the needs of the majority of students in their classes. Teachers are expected to make every effort to provide for the needs of SEND students. For some students it will be necessary to provide extra support, this may be withdrawal in small groups. Teachers will use a range of strategies differentiating the work when required.

There are 3 categories of SEND students:

School Action

This means that additional support is required, tasks may need to be differentiated. This indicates to staff and parents that something additional is being put in place by the school to help the child to reach their full potential.

School Action Plus

This is a response to a graduated effort to support your child. It involves an outside agency or advice. An Individual Educational Plan (IEP) or an Individual Behaviour Plan (IBP) is put in place and students/ parents and care givers are involved in setting targets or review.

Statements

This is a legal statutory term to ensure that the school meets all its requirements in supporting your child. An IEP is generated to ensure that targets are clear. A review of the statement is annual or if required an interim review is implemented. This is resourced and monitored by the local authority.

Admission Arrangements

The normal arrangements apply. We strive to be a fully inclusive school. No child will be refused admission on the basis of SEND, every effort will be made under the Code of Practice (2002) to meet their needs.

Assessment, Recording and Reporting

The SENCO will work closely with parents, and caregivers, students and teachers to plan an appropriate program of support. A register is maintained of all SEND students, also those with Additional Needs.

A number of students have been identified as having SpLD (Specific Learning Difficulties), We buy in the services of the Local Authority Specialist to help us to provide provision in this area.

Assessments and records include:

- WRAT reading tests
- Access reading tests
- Reading and Spelling records

- Behaviour observations
- Reports from external agencies
- IEP's and IBP's and reviews
- Maths assessments
- Well being questionnaires

Resources

Most of the resources are available in the classroom and in the specialist departments.

All specialist equipment and additional resources are managed by the SENCO.

The Code of Practice (2002) states that SEND needs may fall into four broad categories:

- Communication and Interaction
- Cognition and Learning
- Behavioural, Emotional and Social development
- Sensory and/or Physical

All efforts will be made at Knowsley Park School to overcome any barriers that may prevent the student from reaching his/ her full potential. The SENCO meets regularly with the Pastoral Team and all concerns are discussed or investigated.

Use of ICT

A wide range of computer programs are used to support literacy and Maths in the school. Additional Support is provided using programs such as Word Shark and Spelling Star.

REVIEW

The Reviewing of this policy will take place at the start of each academic year.

APPENDIX