

Inclusion Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

Policy agreed by GB on	November 2017
Policy shared with staff on	November 2017
Reviewed & Updated	April 2020

Rationale

Inclusion is not a simple concept, restricted to issues of placement. It has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Whilst increasing mainstream access is an important goal this will not develop spontaneously and needs to be actively planned for and promoted. Inclusive principles highlight the importance of working in partnership with pupils and their parents/carers and involving teachers and the school in the development of more inclusive approaches. Above all inclusion is a process not a state. The inclusion policy at Lisburne outlines the processes in place to ensure quality teaching and learning for all.

Aims of Policy

- To provide a quality education where pupil progress is monitored and appropriate development goals set.
- Lisburne School aims to promote a whole school ethos that values all children and their families, catering for diversity.
- To foster a climate that supports flexible and creative responses to individual needs.
- All school developments and policies take account of inclusive principles.
- Inclusion is part of the schools' equal opportunities policy. Clear targets are set each year and an action plan for development drawn up each year.
- Inclusive practice is the responsibility of all school staff. Staff involvement in the development of inset and practise is important and an essential part of the process.

Inclusion and the Individual Pupil

- Assessment of attainment, progress and baseline information identifies the strategies and differing teaching approaches required to help pupils.
- The achievements of pupils are valued rather than compared with the attainment of others.
- IEP's outline how to improve access to and support, the curriculum teaching and learning arrangements.
- Behaviour and pastoral policies are consistent with early intervention to anticipate triggers and tension. Children clearly understand when their behaviour is unacceptable.
- Careful planning and assessment help to develop a pupil profile of progress and attainment.
- Pupils are encouraged to contribute to and value interaction with others through eg circle time.
- Whenever possible pupils are encouraged to take part in activities outside the classroom.

Leadership and Management

- An inclusion action plan outlining targets, curricular and physical access development plan and an effective monitoring and evaluation procedure is devised each year.
- The Governing Body supports the commitment to inclusion through joint planning, training and monitoring and encourages inclusive practise and is involved in whole school target setting processes. It is involved in whole school target setting procedures.

The Learning Environment

- The School Improvement Plan allocates resources on a structured basis to improve access to all areas and aspects of the curriculum.
- Curriculum resources and materials reflect positive images and differences eg displays celebrate the achievements of all pupils.

- Use of different reading and intervention strategies are evident in utilising different teaching and intervention techniques.
- All staff and professionals have a clear understanding of their role in supporting and developing inclusive practise. Staff are aware of the resource needs for individual pupils and use of ICT, alternative communication strategies are provided to ensure access to the curriculum.
- All pupils feel secure and able to contribute appropriately.
- Use of modified and adapted teaching techniques to meet pupil needs are made. The learning environment in each class aims to incorporate early intervention, conflict avoidance, praise feedback and challenge.
- Clear and consistent lines of communication are established with parents/carers eg Newsletters, home/school liaison via Tapestry or Class Dojo and diaries, telephone calls.
- The Governing Body encourages inclusive practise and is involved in whole school target setting processes.
- School works alongside and together with external agencies to ensure that all possible strategies and interventions are in place.
- We work closely with the local community which allows our pupils to learn essential life skills, participate in activities eg stories at the local church and to take responsibility for the actions and behaviours outside of school.
- All forms of bullying and harassment are challenged.

Teachers Secure Pupils' Motivation and Concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

Providing Equality of Opportunity

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education.
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, computing, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, computing and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Using Appropriate Assessment Approaches

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

Setting Targets for Learning

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn

Overcoming Barriers to Learning

- 1 Teaching and learning in the classroom should take into account the need to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.
- 2 Curriculum planning and assessment must take into account the extent of the difficulties experienced by the pupils. Access to specialist equipment and approaches or to adapted activities should be ensured and where appropriate multi-agency networks would provide appropriate support for pupils.
- 3 Access to learning for specific pupils is provided through:
 - a. Helping with communication, language and literacy. Teachers provide for pupils who need help with communication, language and literacy through:
 - using texts that pupils can read and understand
 - using visual and written materials in different formats, including large print, symbol text and Braille
 - using ICT and other technological aids
 - using alternative and augmentative communication, including signs and symbols
 - using translators, communicators and amanuenses
 - b. Developing understanding. Teachers develop pupils' understanding through the use of all available senses and experience by:
 - using materials and resources that pupils can access through sight, touch, sound, taste or smell
 - using word descriptions and other stimuli to make up for lack of first-hand experiences
 - using ICT, visual and other materials to increase pupils' knowledge of the wider world
 - encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment

- c. Planning for full participation. Teachers plan for pupils' full participation in learning and in physical and practical activities through:
- using specialist aids and equipment
 - providing support from adults or peers when needed
 - adapting tasks or environments
 - providing alternative activities, where necessary
- d. Management behaviour. Teachers help pupils to manage their behaviour and take part in learning effectively and safely by:
- setting realistic demands and statement them explicitly
 - using positive behaviour management, including a clear structure of rewards and sanctions
 - giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
 - teaching pupils to value and respect the contribution of others
 - encouraging and teaching independent working skills
 - teaching essential safety rules
- e. Managing Emotions. Teachers help individuals manage their emotions and take part in learning through:
- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
 - providing positive feedback to reinforce and encourage learning and build self-esteem through the use of eg circle time
 - selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
 - creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
 - allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands

Pupils with Disabilities

Not all pupils with disabilities will have special educational needs. Teachers, where appropriate take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset of work.

Inclusion at mainstream School

We have developed an inclusion link with Dial Park School (the main stream primary school on our campus). This enables us to provide opportunities for some of our pupils to attend and experience a main stream setting. Initially pupils attend Dial Park for 1 lesson per week and this may increase over a period of time. This is facilitated by a member of Lisburne School staff who in the first instance attends lessons and works closely with the pupils. If appropriate and when the pupil is ready, the member of staff may gradually reduce the time in the lesson spent supporting the pupil, and in some instances, with the view to the pupil attending without Lisburne School support.

We also welcome pupils from Dial Park School into Lisburne School to facilitate their learning experience.

Dial Park pupils are placed in classes of a similar age and ability to enable them to have social experiences as well as learning opportunities. The pupils from Dial Park School are supported by Lisburne School staff.