

NEWPORT PRIMARY SCHOOL – INCLUSION POLICY GENERAL PRINCIPLES & REFERENCE DOCUMENT

INTRODUCTION

This policy and incorporated policies have been reviewed and developed in consultation with staff, parents/carers and pupils (Inclusion Parent Voice Questionnaire and analysis February 2013 & Behaviour Parent Voice Questionnaire and analysis of feedback).

Our school has a responsibility for continuous improvement, maximizing opportunities for all children across the five ECM outcomes.

The School has a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is seen as a starting point for planning a school curriculum that meets the specific needs of individuals and groups of learners.

We are committed to the principles of **Participation and Achievement**:

Participation: this concerns the quality of learner's educational experiences, whether they feel involved and valued, and the quality of services received by parents/carers. We will build on positive cultures, policies and practices which reflect and value the diverse needs of learners.

Achievement: this concerns the achievement of learning outcomes across the whole curriculum, both inside and outside the school, setting or service. We do not measure this solely on test or exam results. We wish all children and young people to reach their highest personal and academic achievement, enabling them to contribute to the well-being of themselves, their communities and the wider world.

In Newport Primary School, we are committed to working closely with external agencies, parents/carers , staff and pupils, developing and sharing practice and expertise, ensuring that all children reach their full potential.

There are three principles which are essential to developing a more inclusive curriculum:

- 1) Setting suitable learning challenges.
- 2) Responding to pupils' diverse learning needs.
- 3) Overcoming whole school and subject specific barriers to learning and assessment for both individuals and groups.

In addition to the strategies outlined in this policy the School has worked towards a more inclusive curriculum by:

- offering pupils other curricular opportunities outside the national curriculum, e.g. access to speech and language therapy and counselling
- taking into account any gaps in a pupil's learning resulting from missed or interrupted schooling, e.g. pupils who are, or have been, travellers, refugees, in care, suffering from long-term medical or degenerative conditions;
- using an electronic based SEN management program to support the formulation and development of Individual Education Plans (IEPs) across the curriculum. This programme is involving all areas of the school in addressing pupils' individual needs.

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However, this policy is concerned with the provision of effective learning opportunities for all pupils and outlines how staff attempt to modify the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work.

SECTION 1 SETTING SUITABLE LEARNING CHALLENGES

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage - but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This means identifying knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can attain and achieve.

For pupils whose attainment falls significantly below the age related levels at a particular key stage, a much greater degree of differentiation may be necessary. Special needs should be identified and barriers to learning and assessment removed as much as is possible.

SECTION 2 RESPONDING TO PUPILS' DIVERSE LEARNING NEEDS

When planning, teachers set high expectations and provide a variety of opportunities within which all pupils can achieve some success. Planning should take account of the prior knowledge and experiences that pupils bring with them to school, e.g. cultures, languages, interests and abilities all influence the way in which pupils learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively, with appropriate additional support. When identifying and responding to an individual's learning needs we also identify and try to overcome any barriers to learning and assessment.

Teachers take specific action to respond to pupils' diverse needs by:

- a) creating effective learning environments by**
 - valuing the contributions of all pupils;
using the classroom as a tool to support learning
 - making all pupils feel secure and able to contribute (see anti-bullying policy);
 - challenging stereotypical views/behaviour relating to race, religion, gender, ability or disability, social group, material status, etc.
 - allowing pupils to take responsibility for their own actions;
(refer to revised Learning and Teaching Policy).
- b) securing their motivation and concentration by**
 - using organisational opportunities, such as setting, grouping or individual work as appropriate;
 - using a variety of teaching/learning approaches and styles
 - planning and monitoring the pace of work so that all pupils have a chance to learn and experience success;
 - content is relevant to personal experiences where possible

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- planning work which builds on their existing knowledge, interests and cultural/social background;
 - planning appropriately challenging work for all;
 - using materials which reflect social and cultural diversity and provide positive images of race, age, gender and disability;
- c) **providing equality of opportunity through teaching approaches** by
- using resources that reflect social and cultural diversity and provide positive images and role models from different races, ages, genders and with disabilities or medical conditions;
 - taking account of the interests of boys and girls and of their specific religious or cultural beliefs when designing activities and setting contexts for work, avoiding stereotypes.
Differentiation should allow for a variety of interpretations and outcomes
- d) **using assessment techniques which are based upon sound principles** such as
- employing a wide range of assessment methods to reflect the curriculum and learning opportunities;
 - assessment is undertaken within a variety of different learning styles and pupils are therefore given the chance and encouragement to demonstrate their competence and attainment;
 - during end of key stage assessments, teachers will not hesitate to employ special arrangements to support individual pupils, e.g. the use of translators, communicators and amanuenses;
 - assessment is an integral part of the teaching and learning process, a valuable formative and summative tool;
 - Half termly pupil progress overviews from teaching staff will give opportunities for early identification and provision for a well mapped programme of intervention for groups and individuals, including multi agency /specialist support.
 - The impact of intervention will be monitored and measured each term by the SENCO and SLT through planning and work scrutiny, assessments and observations.
 - the outcomes of assessment should modify teaching methods, provide feedback on pupil progress;
 - we recognise the potential for assessment in developing a positive self image in the pupil from clear, positive and constructive feedback and the feeling of success which encourages further learning;
 - results of assessment are reported in a way useful for pupil, teacher, parents /carers
 - assessment gradually builds up into a profile for each pupil over their time at the School;
 - pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment;
- e) **setting targets for learning outcomes** which

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- build on pupils' knowledge, experiences, interests and strengths 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.

SECTION 3 FACILITATING ACCESS TO LEARNING AND ASSESSMENT

SECTION 3a - DEFINITION of SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Curriculum planning and assessment for pupils with special educational needs must take account of the nature and extent of the pupil's special needs. Teachers work closely with representatives of other agencies if they are also supporting the pupil. Early identification, assessment and provision for any SEN child is very important.

"A child has special educational needs if he or she has a *learning difficulty* which calls for *special educational provision* to be made for him or her." (Code of Practice - 2.1)

A child has a *learning difficulty* if he or she :

- A. Has a significantly greater difficulty in learning than the majority of children of the same age.
- B. Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
- C. Is under 5 and falls within the definition at A or B , or would if special educational provision was made for the child.

A child from a home where the first language is NOT English will be supported by EAL staff, where possible as a target pupil within a class group or to provide support outside of the classroom. Where a child is experiencing learning difficulties, as well as second language difficulties they will be provided with support as detailed by the in-school and statutory assessment procedures. Where a child with both of these areas of difficulties is School Action Plus an assessment by the EAL Assessment Department would take place.

A child may experience difficulty in one or more areas to a greater or lesser degree which may be:

Learning : This may be evident across all curriculum areas.

Specific Learning Difficulties: e.g Dyslexia -

Emotional & Behavioural Difficulties: where children may not meet the expectations in school and in some cases may also disrupt the education of others.

Physical disabilities: which may be the result of an illness or injury, which may be of short or long term consequence ,or may arise from a congenital condition.

Sensory Impairment - hearing or visual difficulty.

Speech and Language difficulties.

Medical Conditions Some medical conditions may impair the child's ability to participate fully in the curriculum and the wider range of activities in the school. Some medical conditions affect pupil progress and performance intermittently, others can affect continually throughout the child's school career. For example, congenital heart disease, epilepsy, cystic fibrosis, renal failure or eczema.

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An individual education plan (IEP) is drawn up for each pupil and progress is reviewed termly, or more frequently when appropriate. Parents', pupils' and class teacher's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. Termly consultation events take place between teacher and parent/carer. The questionnaire (Parent Voice May 2009) outcomes illustrated that parents valued this process:

"I can ask any teacher any time" parent
"The termly consultations are useful". parent
"Yes I feel that I can share any issues or concerns " parent

The following areas for consideration and their associated actions are relevant to the majority of pupils and can help find a strategy with which to address a child's disabilities or special educational needs.

SECTION 3a.1. GENERAL CONSIDERATIONS

- We must use resources which:
 - i. use texts and other resources that are appropriate with respect to reading age and content;
 - ii. use a variety of materials and resources that pupils can access through sight, touch, sound, taste or smell, e.g. large print, symbol/pictorial text and Braille;
 - iii. use activities in which the pupil is interested, feels safe and is able to engage;
 - iv. use translators, communicators and amanuenses;
 - v. provide support from adults or peers when needed;
 - vi. use ICT and other specialist and technological aids/equipment (see later section on the use of ICT) and audio tapes.
- We must allow pupil to develop appropriate skills by:
 - i. using positive behaviour management based upon a clear policy of rewards and sanctions (see Behaviour Policy).
 - ii. providing positive feedback to enhance pupils' self-esteem;
 - iii. allowing pupils to develop the skills for independence, interdependence and group work;
 - iv. teaching pupils to value and respect the contribution of others;
 - v. teaching Health and safety awareness.
 - vi. using alternative communication, including visual prompts, signs and symbols.
- We must set tasks which:
 - i. feature short-term, easily achievable goals;
 - ii. involve pupils in normal school activities such as clubs, plays and visits;
 - iii. gradually increase the range of activities and demands placed upon the pupil;
 - iv. set realistic explicit targets;
 - v. adapt or provide alternative tasks/activities or environments as necessary.
 - vi. Challenge and engage more able pupils.
- We must obtain further assistance/assessment from outside agencies with respect to the specific learning difficulties by:
 - i. Contacting the Educational Psychology Service;
 - ii. Contacting advisers with an expertise in using ICT to enhance the provision for SEN;

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- iii. Contacting the Special Educational Needs Assessment Service.
- iv. Liaise with appropriate multi agencies

- We must acknowledge that some pupils who have disabilities may develop an uneven profile across the attainment targets or be unable to achieve certain aspects of a level descriptor because of their disability/special need. When a judgement against level descriptions is required, assessment of progress should discount these identified barriers or indicate the levels of support that were necessary to complete the work, e.g. the singing requirements in music or the listening requirements in Literacy.

SECTION 3a.2. BEHAVIOUR

a) GENERAL BEHAVIOUR/SOCIAL SKILLS (see Behaviour Policy)

- We must help pupils to develop a clear understanding of acceptable and unacceptable behaviour by:
 - i. re-enforcing agreed school rules
 - ii. directing the pupil's behaviour and attention to the set task;
 - iii. employing behaviour management strategies, especially rewards and sanctions as agreed with all staff;
 - iv. making sure that all instructions are understood and by checking that the set work is of an appropriate level;
 - v. all staff monitoring and informing the class teacher
 - vi. intervention by school support team to offer behaviour support on a weekly basis;
 - ix. giving additional adult support where required.
 - x. Regularly informing parents and carers of their child's behaviour.
- We must help pupils to develop age appropriate social skills and responsibilities by operating sympathetic/firm behavioural management and clear classroom rules.
- We must reduce the degree of disengagement that a pupil may display by giving him/her a sense of purpose and achievement -by both praising positive work and behaviour and by providing appropriate intervention.
 - We must help pupils to develop better social skills and in particular co-operation with their peers on a one to one/group basis.

SECTION 3a.3. LEARNING & GENERAL LITERACY

a) READING & COMPREHENSION SKILLS

- We must provide a variety of modes of access to text, e.g. by the use of tape recordings/ICT/enlarged text
- We must help pupils to develop better reading skills by:
 - iii. opportunities for 1:1 sessions with a supporting adult/peer
 - iv. employing small group activities focused on literacy\language
 - v. using a variety of reading cues (phonic, graphic, syntactic, contextual);
 - vi. the pupil monitoring his/her own reading and correcting his/her own mistakes;
 - vii. starting with simple examples and readable text;
 - viii. giving verbal/visual clues to begin with, i.e. bold print, context of work;

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- ix. using a staged reading programme (e.g Rainbow Readers, Better Reading Partners).
- xi. improving comprehension by giving the pupil the questions before a passage is read/studied so as to indicate what needs to be noticed.
- We must help pupils to develop better comprehension skills by:
 - i. asking focused questions to see if the work is understood;
 - ii. identifying the main areas of the text and make simple predictions
 - iii. giving pupils appropriate thinking and talking time with/without a partner
 - iv. waiting to see if the text gives more clues to help with understanding;

b) SPELLING

- We must support pupils in developing better spelling and understanding of spelling systems by learning and applying strategies:
 - i. using a variety of reading cues (phonetic, graphic, syntactic, contextual).
 - ii. giving praise content, ideas and effort to increase the pupil's sense of achievement and motivation.
 - iii. using **BASIC SIGHT HF LIST**. Use the Letters and Sounds booklet of frequently used words
 - iv. using **PHONICS**. Sound out regular spellings syllable by syllable for a long word and sound by sound if the word is monosyllabic.
 - v. using **SPELLING RULES AND EXCEPTIONS**.
 - vi. using **PREFIXES AND SUFFIXES**. Use games and exercises to help pupils become familiar with the concept of prefixing and suffixing.
 - vii. using **LETTER STRINGS**. Use the Letters and Sounds booklet aimed at encouraging pupils to practise letter patterns. Use rhymes to help organisation and memory.
 - viii. using **HOMOPHONES**. Pupils are encouraged to develop a visual approach in mastering these. Games exercises and computer software are useful in this context. When considered appropriate a special short/pictorial dictionary may be provided for use in class.
 - ix. using **LANGUAGE MASTER**. Using a recorder to say the word to split it into syllables - to spell it out, and then to replay the word a number of times - writing it down and checking the spelling.
 - xi. using **MULTI-SENSORY APPROACH**. Say words out loud - sounding out each syllable - tracing the word with finger writing over a word or wooden letters. Give kinaesthetic feedback and feel the flow of letter/word formation by writing in a tray of sand or salt.

c) HANDWRITING

- We must support pupils in developing fluent and legible handwriting by:
 - i. checking and developing: posture; position in relation to desk; positioning of the paper; relaxed style; correct pressure; correct pen holding technique; direction of letter formation; the methods of joining - appropriate or inappropriate?
 - ii. encouraging a correct grip of the pen, e.g. by a triangular pencil sleeve to correct the grip.
 - iii. using a multi-sensory approach with sand, salt trays, felt tips, blackboard and chalk - the larger motor movements help with co-ordination and aid motor memory.

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- iv. using an agreed handwriting scheme
- v. using the 'cursive script' writing scheme which leads to the development of joined, looped handwriting
- vi. reducing the effect on the handwriting of being left handed by taking care in lighting, seating and use of correct writing tools. Allow for appropriate space and for the paper to be placed to the left side of the writer.

d) INCREASING VOCABULARY AND ITS USE

- We must help pupils to develop a more extensive vocabulary by:
 - i. encouraging the use of new words each lesson and effectively learning to use a simple dictionary.
 - ii. using subject glossaries and a thesaurus effectively in all subject areas.
 - iii. using alternative terms and words.
 - iv. Displaying new words and visual prompts e.g mind maps
- We must help pupils to their knowledge and understanding of language and vocabulary by encouraging them to ask for help with understanding new words.

e) SPEAKING & GENERAL COMMUNICATION

- We must obtain further assistance/assessment regarding speech impairment and/or language and communication skills by contacting the Speech Therapy Service and obtaining advice and guidance from the Language Development Centre/Literacy Support Service.
- We must help pupils to develop better understand speech by clearly rehearsing the sounds found in words. (refer to Letters and Sounds materials - correct pronunciation and Phase development and 4 key Sp & L strands within the Renewed Literacy Framework)
- We must help pupils to develop the quality and quantity of their oral contribution by encouraging them to answer questions in full sentences where appropriate. Adults to ensure correct modelling of sentence structures and grammatical agreement, developing vocabulary where appropriate.
- We must provide encourage pupils to follow the Speaking and Listening Rules
 - All adults to model the Speaking and Listening rules
- We must provide opportunities to communicate by other means as well as by speaking and listening - this may involve helping a pupil to record or translate their ideas into a drawing or express those ideas by gestures or symbols.
- We must provide opportunities to use specially adapted software and hardware to help pupils communicate - see section on the special place of ICT.

f) NUMERACY

- We must help pupils to develop better numeracy skills by focusing on:
 - i. applying what is already known in order to work out answers by mental calculations.
 - ii. explaining methods and reasoning using correct mathematical terminology.
 - iii. explaining and making predictions from the numbers in graphs, charts and tables.
 - iv. applying different strategies to check answers
 - v. using fast mental recall of number facts, e.g. number bonds, times-tables, doubles and halves.

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vi. Use number lines, visual informal jottings and practical multi sensory resources. (Sum Thing Games, Wave 3 resources)

- We must help pupils to develop better accurate calculation, both mentally and with pencil and paper by using a range of calculation strategies.(see Calculation Policy).
 - We must provide intervention opportunities for pupils with significant mathematical difficulties e.g Every Child Counts, Springboard, Group support.
- We must help pupils to comprehend the size of a number using practical examples from everyday meaningful contexts, i.e. those involving money or measures.
- We must help pupils to develop an interest in solving numerical problems by setting them in everyday real life contexts, i.e. those involving money or measures and those including non-routine problems.
- We must help pupils to develop skills in presenting numerical information (graphs, charts, tables, pictorial jottings)
- We must help pupils to use and select a range of equipment to support understanding e.g Numicon, counting resources, 100 squares., NUMDRUMs

SECTION 3a.8. PERSONAL/RELIGIOUS BELIEFS

- We must provide alternative tasks to overcome any difficulties arising from specific religious beliefs they may hold in relation to the ideas or experiences they are expected to represent or activities they are expected to do.

SECTION 3b - ENGLISH IS AN ADDITIONAL LANGUAGE

For children of ethnic minority groups, (including those whose first language is not English or Welsh as appropriate), lack of competence in English (or Welsh as appropriate) does not conform to the definition of SEN.

The child's home, language, culture and community, should all be considered when ascertaining if interpreters or bilingual support staff, etc. are required. The School always endeavours to make good use of any source of relevant and accurate ethnic advice. Pupils for whom English is an additional language (EAL) have diverse needs and planning to meet those needs should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Although the majority of EAL pupils quite quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.

The ability of EAL pupils to take part in the National Curriculum is often ahead of their communication skills in English.

Teachers take specific actions to help EAL pupils to develop their spoken and written English, e.g.

- by ensuring that vocabulary development is supported and modelled
- staff do what they can to familiarise themselves with some very basic words and gestures from the pupil's home/first language and culture
- by showing how spoken and written English are structured by sharing books and stories
- by enlisting the aid of any appropriately bilingual pupils in the group as a translator, or that of an available adult helper;

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- by providing support by the use of ICT, video/audio materials, dictionaries, readers and amanuenses;
- by ensuring that there are effective opportunities for conversation and that verbal and pictorial prompts (including word banks) are used to support writing;
- by repeatedly re-wording and re-phrasing any discourse in English with the pupil;
- by encouraging pupils to record in different ways.
- by encouraging pupils to share and celebrate their cultures and differences
- by using accessible texts and materials that suit the pupil's age and level of learning;
- by the provision of multi-lingual signs within the School and translations for newsletters and information booklets where possible.
- by using the support and expertise of the EAL assistant and LA multi agency team, when working with pupils and their families.

SECTION 3c - HOW ICT SUPPORTS ACCESS TO LEARNING & ASSESSMENT

In addition to using ICT to help identify, assess and address special educational needs the School also seeks to help its pupils:

- to develop their understanding of the use and effects of ICT, and their skills and confidence in employing it .
- to use ICT as a stimulating medium for learning and reinforcing basic skills; e.g vocabulary and grammatical agreement for pupils with EAL
 - To use ICT as a means of motivating different recording methods e.g word processing, digital photography.
- to become increasingly and appropriately self-sufficient as learners.

HARDWARE AND SOFTWARE

Special hardware and software can enable pupils to practise and improve their basic skills, e.g. visual discrimination, visual memory, speed and accuracy of silent reading, sequencing, close procedure phonics (vowels, blends, digraphs), reversals, inversions and spelling rules. Pupils with learning difficulties find the personalised nature of the computer, its vividness and immediacy highly motivating. Pupils experience greater success and concentration is improved. Subjects can be introduced and reinforced in this way. There is also a range of motivating and problem solving software which develops reasoning skills in both literacy and numeracy.

The word processor and printer are especially valuable for use with pupils who find presentation difficult. The screen display can help in layout organisation and spelling and the flexible choices of size and lettering of printing ensure that work produced in this way is motivating and builds confidence

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