




INCLUSION POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	2.2.17
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	2.2.17
Details and dates of minor amendments:	2.2.17 inclusion team members amended
Date next full review is due:	Spring 2019

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, parents and visitors to share this commitment.



General Statement

At Kelvin Grove we believe that every child has the right to develop their full potential. It is our responsibility to provide experiences that raise children's individual attainment, build upon their strengths and develop them as people. Diversity is valued as a rich resource, which supports the learning of all. Kelvin Grove's commitment to Inclusion recognises our children's entitlement to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Definition

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any child, irrespective of age, ability, gender, ethnicity, language and social background. It is also the maximising of resources to reduce these barriers.

Aims

At Kelvin Grove we aim to:

- Help children to develop their personalities, skills, knowledge and abilities.
- Provide teaching which makes learning challenging, relevant and enjoyable.
- Provide equality of educational opportunity.

Objectives

- Recognise, value and celebrate all children's achievements.
- Ensure all children have access to a relevant, differentiated curriculum.
- Work together with parents in supporting their child's learning.
- Guide, support and develop staff, governors and parents in inclusion issues.
- Work towards the eradication of discrimination and prejudice.
- Ensure the implementation of government and local inclusion recommendations
- Ensure the school's Inclusion Policy is implemented consistently by all staff.
- Identify barriers to learning and participation and provide fully for a range of needs.

Implementing Inclusion

All teachers are responsible for meeting the needs of all children in their class.

The Inclusion Team is made up of the SENDCO, EAL Lead, Family Support Worker and the Deputy Head Teacher for Behaviour and Welfare. This team will:

- Identify barriers to learning with staff to overcome these barriers.
- Support the professional development of all staff.



- Ensure appropriate resources are available.
- Monitor children's progress.
- Co-ordinate external specialist provision
- Liaise with parents
- Monitor the effectiveness of the policy and report to the governors each Autumn term

Inclusive provision

Within the mixed ability classes teachers group the children in a variety of ways to ensure equal access to the curriculum. These include:

- Ability based groups
- Friendship groups
- Mixed ethnicity groups
- Mixed gender groups
- Pairs

Additional class support is provided by Teaching Assistants. This support can be directed towards small groups or individuals who are catching up on basic skills, who need help to manage their behaviour or who are more able.

A range of extra-curricular activities is offered to all children after school.

External support

The school embraces multi-agency working, for example working closely with consultants at the Queen Elizabeth; we benefit from visits from a number of external professionals from the following services:

- Education Psychology
- Speech and Language
- EMTAS
- SEN support teachers and teaching assistants
- Behaviour support service
- Advisory teachers for children with physical difficulties
- Emotional well-being team

These professional work either on a one to one basis with children or with the SENDCO and EAL Lead, devising programs of work for the teacher to implement.

Resource allocation

The school receives earmarked money to support children; the school's budget is used to ensure the support these children and others on the SEND register receive is comprehensive.



Money is also allocated to the SENDCO and Teaching Assistants to buy specific teaching resources.

Evaluation of the Policy

The Inclusion Policy will be reviewed annually. The evaluation will focus on:

- How effective the provision has been in relation to the resources allocated.
- The value added element of children's attainment.
- Feedback from children and parents.

The Policy will then be amended accordingly.