

Our Inclusion Policy

At Woodstock CE Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We believe in equality of opportunity and in providing pupils with a broad, balanced and relevant education through a graduated approach of action and intervention.

Teachers take account of the special educational needs presented by the children they teach and make provision to support individuals or groups of children through their planning. This ensures that all children are able to access and participate fully in the curriculum. Some children may require additional or different help from that given to other children of the same age.

Children may have special educational needs at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no further action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short term planning.

The **specific objectives** of our Inclusion Policy are to:

- * Identify pupils with SEN and disabilities and ensure that their needs are met.
- * Ensure that children with SEN and disabilities join in with all the activities of the school
- * Enable all pupils to make the best possible progress .
- * Promote systems that allow parents to be informed of their child's special needs and provision and that ensure effective communication between parents and school.
- * Allow all pupils to express their views and be fully involved in decisions which affect their education where appropriate.

We want every child to have the support they need to unlock their potential, whatever their background and no matter what challenges they face. Our new Education, Health and Care Plans are putting the views of young people with special educational needs and disabilities and their families at the heart of the process so they can help shape the support they receive.
Nadhim Zahawi Child and Families Minister 2018

High quality teaching is the foundation for progress for all children.
Machin, Murphy and Hanushek, 2011

All About Special Educational Needs

Approximately one in five children will have special educational needs (SEN) at some time during their school career. This means they may have difficulty with:

- * Reading, writing, mathematics.
- * Understanding information and others and expressing themselves.
- * Organising themselves.
- * Sensory perception or physical mobility.
- * Managing their emotions.
- * Making friends or relating to adults.

These difficulties can cause barriers to a child's learning. The school will assess children to identify their strengths, needs and any extra help they may require.

Under the new SEND Code of Practice there are no stages of support. School Action and School Action Plus have gone. In their place is a more detailed set of need descriptors to help teachers identify pupil's additional needs and how best to support them in their learning.

With support from the SENCO, teachers will be able to work through the descriptors to identify the needs of the child. Pupils and parents will then be involved in working out how best to support learning within the classroom and beyond, using resources available within school and accessing resources offered by the Local Authority.

Outcomes for Pupils

The extra help the school offers enables children to:

- * Reach their full potential
- * Achieve their personal best
- * Make progress
- * Feel valued and included
- * Enjoy school

Partnership with Parents

The school works in partnership with parents to meet the needs of all children. This means:

- * We listen to the views of parents.
- * Parents are equal partners in their child's education.
- * Parents are kept well informed of their child's needs and progress.

What parents will want to know:

- * What the school thinks a child's specific needs are.
- * What the school is doing to meet those needs.
- * Whether what the school is doing is having an impact.
- * How a child feels about what the school is doing to help them.
- * How they can be involved.

What to do if you have any concerns

If as a parent you have concerns, at any time, about your child's learning or development please do speak to his/her class teacher or Anne Hipwell our Inclusion Co-ordinator.

New Education Health and Care Plans

Where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to schools, a school will apply for an Education Health and Care Plan. This level of provision replaces the old Statements of Special Educational Needs.

Higher Ability (HA)

The school rigorously tracks the progress of every child using thorough and on-going teacher assessment. Progress data is monitored by each teacher along with the Headteacher and Inclusion Manager.

As a school we ensure higher attaining pupils are challenged through appropriate planning and high quality teaching. In addition the school provides a wide variety of additional opportunities for pupils including Book Clubs, Debating & Public Speaking Competitions, Maths Competitions and Writing Workshops.



Inclusion Manager - Anne Hipwell

SEND Link Governor - Anna Watkinson

Inclusion

Information for Parents & Carers



Woodstock CE Primary School

2019-20