

# PRENTON PREPARATORY SCHOOL

## INCLUSION POLICY

### 1. Introduction

- 1.1 Prenton Prep School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness.

Prenton Prep School is committed to inclusion. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. Supported by close co-operation with the home, parish and wider community, our children will grow into fulfilled, educated people.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

### 2. Aims and Objectives

- 2.1 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk or disaffection or exclusion.

- 2.2 The Early Years Foundation Stage Curriculum, followed by the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the EYFS and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

### **3. Teaching and Learning Style**

(See also the school policies on gifted and talented children, special educational needs, equal opportunities, and English as an additional language).

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables them to make progress in their own lessons, perhaps after significant amounts of time spent away from school.
- 3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.
- 3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 3.5 Teachers ensure that children:
- feel secure and know that their contributions are valued;
  - appreciate and value the differences they see in others;
  - take responsibility for their own actions;
  - participate safely in clothing that is appropriate to their religious beliefs;
  - are taught in groupings that allow them all to experience success;
  - use materials that reflect a range of social and cultural backgrounds, without stereotyping;
  - have a common curriculum experience that allows for a range of different learning styles;
  - have challenging targets that enable them to succeed;
  - are encouraged to participate fully, regardless of disabilities or medical needs.

### **4. Children With Disabilities**

- 4.1 Some children in our school might have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. We are aware of the need for wheelchair access but we have been advised that our stairs both internally and externally are not suitable for the modification required. We, therefore, do not have wheelchair access.
- 4.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete

certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.3 Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

## **5. Children Who May Need Special Arrangements**

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and external agencies including the Local Education Authority. The school's SENCo-ordinator and the Headteacher would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

5.3 Documentation to support a child's eligibility for special arrangements should be available for inspection in the event of a school monitoring visit during the SATs period.

For more specific situations, in which special arrangements might be appropriate the school can contact QCA's test administration team on 0207 509 5533.

## **6. Working with Outside Agencies**

6.1 Prenton Prep School promotes the value of specialist advice and support from a variety of professional and voluntary services. Prenton Prep School also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners. The Inclusion Manager liaises frequently with a number of other outside agencies and specialists:

- Social Services
- School Nurse
- Community Paediatrician

- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]

Parents/carers are informed if any outside agency is involved.

## 7. Working with Parents

- 7.1 Parents will be involved with their children’s progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child’s education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success. To support parents, evening meetings are often organised to explain key areas of the curriculum and to develop understanding of children’s special educational needs and disability. Parents will have the opportunities to meet with their child’s class teacher in a formal meeting twice a year.

## 7. Summary

- 6.1 At Prenton Preparatory School, we endeavour to choose venues that can accommodate our pupils’ families who may have disabilities. For example the theatres chosen for our end of term performances have wheelchair access, furthermore a risk assessment is carried out during prior visits.
- 6.2.1 In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Last reviewed:	September 2021
Date of next review:	September 2022
Member of staff responsible for review	J. Orme