

Westwood First School Inclusion Policy

Our aim is to have an inclusive school where all pupils, staff and visitors are able to access the physical environment of the school and the children have the opportunity to participate fully in school life and have access to a broad and balanced curriculum.

We follow a Right's Respecting School's ethos and respect every child's right to achieve to the highest of their potential and their right to participate fully in education with or without a learning or physical difficulty.

Article 23: You have the right to special education and care if you have a disability as well as all the rights in this Convention so that you can live a full life.

The SENCO is responsible for Inclusion and allocation of SEN provision throughout the school.

All efforts are made to ensure that the physical environment is suitable for a child's needs. We have access into the school, for wheelchair users, via reception classrooms and a ramp from the junior playground. There are adult and child disabled toilets.

Classrooms and corridors are carpeted to reduce noise levels. There are designated quiet areas both in and outside school for children who need 'time out' away from the classroom environment. Care plans for children with special medical needs are closely followed to ensure the children can participate fully in school life. Staff are aware of procedures should a medical emergency arise.

The school has achieved 'Dyslexia Friendly Status' and all classrooms are dyslexia friendly.

'The school is aware that approximately 1 in 10 children have dyslexic tendencies and adopts "dyslexia friendly teaching" methods as this is good practice for all children and helps all children to be successful. At Westwood First School we recognise that every child is unique and is entitled to a curriculum that meets their needs. We aim to ensure that all children have equal access to high quality and appropriate provision.'

An accessibility audit has been undertaken and priority areas highlighted where access could be improved and an action plan has been devised. Consideration has been given to the accessibility of school communications and the school newsletter is now emailed out. Large print copies are also available on request. Phone communications are also made and we use a text service to keep parents up to date and remind them of important events. We feel it is a priority to maintain close links with parents and carers. We encourage close liaison with parents so that everyone can work together for the benefit of the children in our school.

There is a continuum of provision for a range of pupils with special educational needs. When a need has been identified the curriculum is differentiated, flexible and linked to pupils individual educational plans.

SEN Support Plans are written with input from parents, teachers, the SENCo, the child and when necessary a member of an outside agency. They are reviewed on a regular basis. Close links with all outside agencies are maintained so that the child receives the best education that the school can offer. Any decision regarding a change of placement will only be taken after careful consideration, with the criteria of appropriateness and reasonableness and success being adequately thought through by all concerned. We work in close collaboration with parents and their and the child's wishes are of paramount importance.

We aim for all pupils to have full access to the curriculum and to eliminate any barriers which may prevent this. We appreciate that children learn in different ways and so lessons are taught using a range of teaching styles. Work and homework are differentiated to according to ability.

Children are taught within a variety of groupings. The school curriculum teaches positive attitudes through S.E.A.L., B.L.P, the dyslexia display and stories. Teachers and TAs are given training and advice on how to assist children with specific learning difficulties. We seek to build an environment that will nurture, build self -esteem and celebrate individual achievement.

Children learn about the major religions in RE lessons and assemblies where the fact that people worship God in different ways is emphasised, as are similarities and differences. Respect for different religious beliefs is always shown and encouraged. The children are shown that we live in a multicultural society through stories, TV programmes and PSHCE lessons and that all people are equal regardless of colour, background, religion or disability. The school has achieved the Rights Respecting Schools Award Level 2, which also helps to embed these attitudes.

Circle time is used for children to have the opportunity to talk about themselves and their feelings. Pupils are always encouraged to feel special and individual and know that no two people are exactly the same, we are all unique. The school welcomes parental involvement and encourages community involvement.

The following documents should be read in conjunction with this policy:

- The SEN Policy
- The Accessibility Plan and Disability Equality Scheme
- The Equality and Diversity Policy

SENCO: Mrs K White

Date of policy: November 2008

Review date: Spring 2012, 2014, Autumn 2015, 2018, 2020

Next review: Autumn 2023