

FELLSIDE COMMUNITY PRIMARY SCHOOL

POLICY FOR INCLUSION

FELLSIDE COMMUNITY PRIMARY SCHOOL

POLICY FOR INCLUSION

Mission Statement

We provide an inspiring, caring environment, in which we are all challenged to maximise our potential.

All children have a right to be educated with their peer group. At Fellside Community Primary School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At our school, we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children." (SEN Code of Practice. DFES 2001)

Different Groups in the School

- ◆ Girls and boys
- ◆ Minority ethnic and faith groups
- ◆ Travellers, asylum seekers and refugees
- ◆ Children who need support to learn English as an additional language (EAL)
- ◆ Children with Special Educational Needs
- ◆ Gifted and talented children
- ◆ Children 'looked after' by the local authority
- ◆ Other children, such as sick children, young carers and those children from families under stress
- ◆ Any children who are risk of disaffection and exclusion.

Roles and Responsibilities

At Fellside Community Primary School, all staff have a responsibility to promote inclusion.

- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to individual help and respect from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum at their level.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Admissions Policy

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Foundation teacher makes home visits. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At Fellside Community Primary School every effort will be made to provide support for those families from the ethnic minorities, especially those speak English as an additional language or have come into the country recently. Assistance will be sought from EMTAS if translation is necessary.

Further Information

Useful Documents and Resources

| | |
|-------------------|---|
| CRE | Learning for All – Standards for Racial Equality in Schools 2000 |
| CSIE | Index for Inclusion |
| DfES | Social Inclusion: Pupil Support (Circular 11/99) |
| DfES | What the Disability Discrimination Act (DDA) 1995 means for Schools and LEAs (Circular 20/99) |
| Folens Publishers | Primary Professional Development Behaviour Management and Policy (FA6505) |
| Folens Publishers | Primary Professional Development Able and Gifted Children (FA541X) |
| Ofsted | Evaluating Educational Inclusion |
| Ofsted | Improving City Schools |
| Ofsted | Raising Attainment of Minority Ethnic Pupils: School and LEA responses |
| Gateshead LEA | EMTAS Handbook |
| DFES | Special Needs Code of Practice |
| DFE Website | Publications in Children and Families Section |

Approved by governors May 2005