

Greenholm School Inclusion Policy

At Greenholm we are a school that is welcoming and safe which creates an environment that values and supports learning for everyone. We work hard to create an ethos that promotes inclusive practice for all by providing a consistent and fair approach, which is supportive of the continual emotional development of all by modelling and teaching mutual respect, openness and honesty. We always strive to ensure everyone at Greenholm feels empowered and is inspired to achieve high standards.

Context: This policy is written in accordance with the following Policies, procedures and practices and must be considered alongside those. (It was written in consultation with the leadership team and has been informed by the standards for inclusion as stipulated by the 'Success for Everyone' document.)

Safe Guarding
Child Protection
Anti-Bullying
Accessibility Plan
Equalities Policy
Equal Opportunities
SEN
Assessment
Teaching and Learning

'All children have a right to education and the opportunity to fulfil their potential whatever their background or ability. Our aim is to personalise education so that it is responsive to the diverse needs of individual children and differing communities. And so that parents can feel confident that their child is included.'

Birmingham Inclusion strategy 2004-2008

Inclusion is a process that we will always strive for so that it entitles all learners to

- A broad relevant and stimulating curriculum
- An environment that will have the greatest impact on their learning where they are able to learn, play and develop alongside each other within their local community of schools.

At Greenholm , through inclusive practice we strive for all children to :

- Achieve and enjoy
- Stay safe
- Be healthy
- Achieve economic well-being
- Make an active contribution to our community

We achieve this through:-

Leadership, Management and Organisation:

The Leadership team and governing body recognise and value Inclusion as fundamental in building an effective and successful school setting and community. The vision of Inclusion is shared with the whole school community and the mission statement is evident in and displayed around the school building to serve as a constant reminder. The key policies linked to Inclusion: Safe Guarding, Anti-Bullying, Accessibility Plan, Equalities Policy, Equal Opportunities and SEN are reviewed regularly and agreed with all the staff and governors.

Monitoring the progress of Children and young people

A regular cycle of monitoring of the provision is made, to ensure that the needs of the school community are met. Assessment Data is analysed and used to identify key priorities for all children and staff development and this feeds in to the School Improvement Plan. At Greenholm we have rigorous assessment, monitoring, target setting and evaluation procedures in place to ensure the attainment and progress of all pupils is monitored and evaluated. Termly and half termly assessment data information is analysed and findings shared with all stakeholders to identify areas of development and put strategies in place to ensure progress for all.

The school audits the attainment levels of all children through analysis of termly data meetings. The achievements of different groups of children are monitored through a rigorous recording system using many different filters. The monitoring is used to address difficulties quickly and ensure appropriate interventions and targets are put into place in order to close the gap.

Unacceptable levels of progress and achievement between different subjects, classes, groups are acted upon quickly and effectively by deploying appropriate resources. Established transition procedures between year groups ensures all targets and data is shared with the next teacher ensuring teachers use the most recent results to plan and set targets to ensure good and better progress for all. Use of key aspects assessments and knowledge harvest ensures planning is at the appropriate level for good progress to happen.

Well established formative assessment procedures ensure teaching staff are able to plan, scaffold and support to accelerate learning.

All targets are discussed with pupils and parents to maximise potential for all learners. Peer assessment is used to allow children to deepen their understanding and set appropriate targets to further improve their work.

Staff Development:

The training needs of all staff are audited and reviewed annually through Performance Management and Professional development discussions to ensure Inclusive practices. Training and staff development encourages an understanding of the barriers faced by disabled people and other vulnerable groups and how to overcome these barriers. The school mission statement Safe Guarding procedures and Behaviour Management policy are reviewed annually in September with all staff and staff have access to all the key policies, both in class and in the school office. The SEN audit is conducted annually at the beginning of the academic year. The Vulnerable Children Manager audits and tracks the progress for any children who may be experiencing any

barriers. All visitors to the school are reminded about our school's Inclusive nature and are reminded of the schools mission statement on signing in.

The Extended Inclusion Team:

The knowledge and expertise of all multi-agency practitioners is sought to support the process of Inclusive practice for the whole school community (Pupils, Staff and Parents/carers.) Staff at Greenholm work closely with staff from other settings to ensure smooth transition from nursery and to secondary school. The knowledge and expertise of outside agencies is sought to advise and promote an inclusive learning environment for all children. At Greenholm we liaise with agencies from the Local Authority (Pupil and School Support Services Communication and Autism Team, Education Psychology, Sensory Support Service Team for children with Physical Difficulties(PDSS)) ,Health Services (Paeditrician,O.T.,SALT,Physio,School Nurse Service) and Social Service (CAMHS/Forward Think Birmingham, Speech Language Therapists, Parent Partnership, Autism West Midlands, Child Development Centres).

Creating the Environment:

A can do culture along with all reasonable adjustments to the physical environment enable all members of the school community to participate in school life without fear of failure. The quality of the learning environment is integral to all aspects of learning and is fundamental to ensure success for all. The physical environment at Greenholm is made up of a variety of learning spaces. We aim to set up the learning environments to provide opportunities to enhance the teaching and learning. All learning environments aim to promote independence by the use of having resources clearly labelled, visual timetables and working walls so that it allows children the opportunity to move their own learning forward. We recognise that Displays are a good way of all children being able to celebrate their work. Termly learning audits are conducted and findings are feedback to teaching staff to maximise opportunities for learning for all and how to adapt the environment to best suit the current cohort. A weekly audit is conducted by the Head teacher and site manager to address any physical barriers or health and safety concerns.

Teaching and Learning:

At Greenholm we provide and deliver an evolving, broad and balanced key skills based curriculum that enables teachers to adapt teaching strategies that encompass the needs of all learners. This ensures that every pupil achieves and reaches the highest standard possible through personalising the school experience.

At Greenholm the teaching and learning practice creates an inclusive curriculum where adults are empowered to use a range of teaching and learning approaches, resources and activities to ensure all children experience success. The broad, balance key skills based curriculum promotes independent learning and a disposition for learning which will support pupils in achieving their aspirations for the future. The effectiveness of the school curriculum is reviewed regularly to ensure it provides the correct learning outcomes and learning experiences for all children to succeed. Resources, curriculum materials and visits are selected to reflect the backgrounds and experiences of all learners and to promote positive images of groups within school and the wider community.

Learning is personalised to pupils needs and flexible groupings and provision mapping ensure that children reach their full potential, where barriers to learning are minimised. For example, visual timetables for children with Autism Spectrum Difficulties, are used to support all and becoming independent in understanding the organisation of the day.

The school recognises the importance of home school links in ensuring that all children achieve their full potential. Homework is differentiated for different groups and alternative provision is provided for homework to be completed in school for pupils who do not have access to resources/equipment at home. Lunchtime supervisors, parent readers and reading buddies are used to support children who do not have the opportunity to read at home.

Personal, Social, Emotional and Behavioural Well-Being:

At Greenholm we recognise that the quality of provision is completely dependent on Emotional health and personal wellbeing of all members of the school community. The personal wellbeing of all pupils is supported by the key skills based curriculum along with other key PSHE/PSME projects that are used (PATHS/SEAL) and the RE curriculum. All of this is further supported by the use of the Greenholm School Code of Conduct.

To ensure that children are able to keep themselves safe and know how to react in any situations where they may feel vulnerable an annual Anti Bullying and E-safety awareness week is organised; this is in addition to the ongoing work on safety that the children will receive through the curriculum, assemblies and PSHE/PSME projects like PATHS and SEAL etcetera. A play therapist available for children who may be showing any emotional or mental health issues. Biweekly assemblies celebrating children's achievement and citizenship during the week are conducted on a Friday afternoon.

Any children or families experiencing any barriers can be signposted for support in school. Individual children who may be experiencing difficulties in managing their own behaviour are supported using a behaviour plan drawn up and shared by all adults who are in a position to be able to support.

Pupil Participation:

Opportunities for the pupils of Greenholm to engage in the decision making process on relevant aspects of school life and the local community are planned for. The School Council are a platform for all children to be able to affect change throughout the school. Any concerns are brought to the attention of the particular class councillor and then addressed. Children are all given targets to ensure engagement, the targets are also shared with parents, carers or guardians to maximise participation and support to children to maximise their potential. All new teaching appointments are interviewed by a cross section of children including school councillors and their decision has a very significant impact on the outcome the appointment. Resources both human and physical are allocated according to the needs and priorities of the children. The needs and priorities are decided using various filters, pupil progress being one of the key ones. Children's views are also collated using questionnaires, personal development discussions. A variety of extracurricular activities provide the opportunity for pupil participation and barriers are minimised by providing specific activities for children who may have specific needs, for example a golden time Movers and Shakers group is set up to support children in developing motor skills.

Parental and Community Involvement

Parents and carers are seen as a key part of supporting all learners to maximise their potential. The views and contributions of parents, carers and the wider community are regularly and impartially sought. The views are gathered in many different ways: Parent Forum, Parent Questionnaires and PTA, Parent coffee mornings, homework diaries and Parent Consultation evenings. In addition to this the Head teacher and the Deputy along with other staff always meet and greet the children and parents in the morning. An open day welcomes all potential parents and the children and parents due to join foundation stage are invited in to school for story sessions. Reception teachers also visit all children due to join Greenholm at home to reassure parents and to meet the child in an environment that they are familiar with and to allow parents that opportunity to raise any issues in the comfort of their own homes. Parents are expected to sign a home school agreement to ensure barriers are further minimised for all the school community. Parent workshops are planned and delivered for all year groups to further support parents and children.

Transition

At Greenholm there are procedures in place to welcome all pupils before they are admitted as well as transition as children progress through the school. Children whose parents may be considering to start in Reception are invited to open days and evenings. On being accepted in school the parents are invited to induction story sessions and a staggered intake is planned to allow the younger children to settle in with smaller groups. Parents are expected to sign a home school agreement to ensure that parents or guardians can work in partnership with the school to best support the pupils. In addition to this, children who join midway through the academic year are inducted by ensuring they have an induction buddy for the first couple of weeks. Reception children are paired up for 'Buddy Time' with year 5 children to help them settle and get used to being around the older children. Buddy Time takes place on a Friday afternoon after Golden time, both Buddy time and Golden time allow the younger children to become comfortable in being around big groups of older children in a non-threatening and non-intimidating way. Transition procedures are in place as children progress through the school at the end of the academic year; these are monitored and reviewed regularly. As well as visiting the new class, all pupils are taught by the teacher they will be taught by the following academic year. Parents also have the opportunity to meet the new class teacher before the children start the new academic year. The Leadership Team have responsibility for ensuring that all staff are prepared: that children and young people are made to feel welcome and comfortable; the physical environment is accessible.

Reviewed March 2016

