Inclusion policy

Philosophy:
At Cauldwell lower School we provide education for all pupils through a variety of access strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity.
Cauldwell lower School is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes self belief. The school will, within the context of services available, seek the relevant support and advice from the LA, in order to facilitate inclusion. 'Every Child Matters' is at the heart of this policy.

Aims:
To include our whole community (Stake holders, Governors, Parents and Children) in school life
To continue to raise staff awareness of inclusion via ongoing staff development
To maximise the learning potential of all pupils and raise attainment for all
To promote the personal, social, moral and cultural development of all pupils
To celebrate the progress and achievements that all members of the community make
To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
To ensure that resources are matched to need
To work together with all partners in the education of the child
To seek to continuously monitor and evaluate the success of policy and practice

Implementation:
Long, medium and short term planning focuses on differentiation, SEN, EAL and G&T.

SEN pupils have an IEP which is written and reviewed termly. It is written in consultation with all partners. School and home have copies. Parents/carers are involved in IEP reviews and the setting of new targets.

Progress of SEN pupils is monitored regularly by the teachers, SENCO and Leadership Team to ensure that the learning provision is appropriate.
Individuals and groups, such as SEN/EAL/G&T are monitored via assessments. The headteacher analyses results using hibernation sheet analysis. Support is targeted accordingly.

Outside agencies are used in a supportive and advisory capacity.

Child protection issues are the responsibility of the headteacher.

Gifted and talented pupils have an IEP and receive support accordingly. They attend challenge days/ courses, provided by the LEA/Pyramid.

A race equality policy is in place and incidents are monitored.
Looked after children have a PEP (personal education plan) which is monitored regularly by the head teacher.

Attendance is monitored by the heateacher and Lead behaviour professional and lateness/absence is targeted. The EWO is involved in some cases.

The School Council is involved in making key decisions. They report to parents via newsletters.

Buddies assist at playtimes and liaise with the school's play time staff.

Roles and Responsibilities:
Governors are aware of inclusion issues and strategies. The SEN Governor oversees inclusive practice within the school.

The Learning mentor and Lead behaviour professional provides alternative curriculum sessions and liaises with parents whenever necessary.

Other relevant policies:
SEN
Gifted and talented
Behaviour/bullying
Teaching & learning
Equal Opportunities
Race Equality

Monitoring, evaluation and review:
The headteacher, Inclusion manager, and G&T co-ordinator will monitor progress and provision on a termly basis.
The Governing Body will review progress made and the effectiveness of the policy annually.

This policy was last reviewed in November 2009