



## **Helsby Hillside Primary School Inclusion Policy**

### **Introduction**

The mission statement of our school talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school – regardless of their race, gender, class, gift, talent, disability or learning difficulty.

### **Aims and objectives**

Our school aims to be an inclusive school. This means that equality of opportunity will be a reality for all our children. Our Equal Opportunities and Inclusion Policies show our commitment to inclusion. We realise this through the attention we pay to all children:

- Children from minority ethnic and faith groups, travellers, asylum seekers and refugees
- Boys and girls
- Children who may need support to learn English as an additional language
- Children who have a disability
- Children who have a learning disability
- Children with a gift
- Children with a talent
- Looked after children
- Other children such as sick children, young carers, those children from families under stress
- Children who are at risk of disaffection or exclusion

Inclusion at Hillside is a process whether it is in the class or generally within the school. We aim to provide a broad and balanced education for all our pupils. We will address both learning and physical barriers to access by having accurate knowledge, understanding and skill to meet each child's particular needs.

Hillside's belief of actively including all begins with the need of each individual child and reaches out towards the family and the future. We see our school

as a learning community where everyone views education enthusiastically and where all children want to learn.

As an inclusive school Hillside continually promotes the following standards:

**Accessibility** – Hillside as an inclusive school has made considerable progress towards making its buildings physically accessible to all its members and educationally accessible to all and improvement plans are ongoing. The National Curriculum is our starting point for planning a curriculum that meets the 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 children

**Working Together** – as an inclusive school we aim to work with other peripatetic agencies to support individuals where necessary and also the social network of primary schools and the feeder high school.

**Equality** – as an inclusive school every one of its members has rights and responsibilities and the same opportunity to benefit from, and take part in, the education provided by the school both within and beyond its premises.

**Hillside Community** – as an inclusive school our population is increasingly diverse. We welcome pupils regardless of their level or type of need. Our school also strives to welcome the community of Hillside and surrounding areas by inviting them regularly to school. This enriches our curriculum and all our pupils' life experiences.

### **Co-ordinating the Inclusion Process**

At Hillside Primary School the person responsible for co-ordinating the development of the inclusion process is Lynda Thomas.

All our teaching staff are responsible for promoting inclusion within the classroom.

All staff are aware of and are responsible for promoting inclusion within our school.

### **Co-ordinating Support within School**

Mrs Lynda Thomas our SENDCO is responsible for co-ordinating special needs provision within our school. Our Special Needs Policy outlines her role.

We ensure that the pupils with specialist needs have access to a wide range of teaching strategies and resources to maximise their access to the curriculum. We ensure that where necessary individual pupils needs are also supported by teaching assistants .

Where additional outside professionals are needed they work in our school and become part of the team to ensure that the inclusive ethos is fostered.

We ensure the inclusion of pupils with specific need by the deployment of relevant peripatetic agencies such as:

- School medical services
- Speech and Hearing Impairment
- Speech and Language Therapy following consultation with the school nurse and/or family doctor
- Behaviour support
- Educational and Clinical Psychologists for the inclusion of pupils with learning difficulties and/or emotional needs who will liaise with our staff and provide advice that can then be implemented in school.

### **Admission Arrangements**

We aim to give all our children the opportunity to succeed and reach their highest level of personal achievement. Our admission arrangements for pupils requiring learning support, physical support or emotional support will not differ from the arrangements for other pupils.

### **Specialist Support**

We achieve 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 are not achieving their best?
- Are our actions effective?

### **Facilities and Equipment**

We have tried to ensure that all areas of the school are physically accessible to all pupils and will continue to monitor this. If a pupil starts school with a particular need, we recognise that further amendments may need to be made.

These will be assessed with support from LA and outside agencies in conjunction with school staff and the child's parents. Any equipment or alterations required will then be purchased.

### **Access to the Curriculum**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all the pupils in their class. Pre-planning and the pupil voice provide opportunities to shape their own learning.

Pupils who need extra support can be supported in class by a teaching assistant or removed from the class to be taught on their own or in small groups where a range of learning styles can be used.

### **Arrangements for Inclusion**

At Hillside all our pupils are of equal value and have the same right to take part in the varied activities that we have to offer and the opportunities that they provide.

All pupils are given the opportunity to be included on educational visits and residential activities. A range of after school clubs and extra curricular activities are on offer for both KS1 and KS2 children.

### **Role of Parents**

We value working in partnership with the parents and guardians of all our pupils and we ensure that all parents and guardians are aware of our inclusion policy and its working in school.

Our parents are encouraged to attend the many social events, as well as open days, curriculum days, parent's evenings and the report to parents by our Governors. Many of our parents also help in our classrooms.

### **Role of the Governing Body**

Our Governing body, in line with the SEND code of practice, has a Governor responsible for our inclusion. The Governor will liaise with the head teacher where necessary.

### **Links with Health/Social Services and Voluntary Organisations**

Our SENDCO has a network of contacts from the health, social and voluntary organisations. This enables us to have support for all pupils in our school when and if they need it.

### **Concerns/Complaints**

At Hillside we have an open door policy and parents are welcome to discuss any concerns with relevant staff and our Head.

Any formal complaints are dealt with in line with the procedures outlined in the complaints policy.

Lynda Thomas  
Inclusion Co-ordinator  
November 2018  
Review Date November 2021