

St Robert of Newminster Catholic School and Sixth Form College

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Inclusion Principles

2010

Next Review: March 2011

Inclusion Principles

- St Robert of Newminster School values individuals of different abilities and needs fully supporting the principle inclusion. 'Every Child Matters' is at the heart of everything the school provides where the School Motto is 'Let your Light Shine'.
- Within the school, staff, students and parents will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement and curriculum provision for each child.
- The school recognises that Children with Special Educational Needs may be more vulnerable to bullying and abuse and the Safeguarding for all children is in place through the Safeguarding Policy.
- Within each class, teaching and learning styles, organisation and support will be flexible to ensure effective learning. Additional grouping to support children identified with additional needs will be part of this process. Examples would include small group with drawl for literacy, numeracy and ASDAN.
- Thorough and detailed curriculum planning occurs to ensure the needs of each individual are met.
- Support is always available to all students and parents/carers through the extended services team which includes access to:- Deputy Head – Every Child Matters, School Based Social Worker, School Attendance and Home Liaison Team, Heads of Year, Re-Integration Team, Medical Staff, Tutors and SEN department.

Access to the Environment

- St Robert's is a single site school, with a number of buildings providing specialist provision. Buildings with a second floor have lift access as well as stairs. Buildings with undercrofts have access to classrooms via external doors on the ground floor. Entrance to the building is through the main foyer, which is accessed via a ramp suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. A lift can be used by wheelchair users to access all floors.
- Changing rooms are available for P.E. and shower facilities, are available. There are accessible toilets for children on the ground floors. There are toilets for wheelchair users and disabled people on the ground and second floors. Separate staff toilets are available. Catering staff have toilets available in the kitchen corridor. Changing rooms have designated toilets. The Medical room has access to toilets and for some pupils can offer changing facilities.
- There are two orange badge bays in the car park.
- Children requiring equipment due to an impairment, will be assessed regularly in order to gain and maintain the support that they require.
- We have an escort service to assist pupils with a variety of needs including wheelchair users or students with leg injuries required to use crutches.

Arrangement for providing access to learning and the curriculum

- The school will ensure that all children have access to a broad and balanced curriculum and the School's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).
- The SEN and Inclusion department has a team of staff including HLTAs, LSAs and teachers who work to ensure the needs of all children are met during lessons, social time and extra additional activities and trips.
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the students they are supporting, and will encourage collaborative learning and support.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions and success criteria are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for, where this is appropriate.
- Children with mobility impairments or a specific learning difficulty will access the curriculum through specialist support where appropriate.
- The school will ensure that the 'hidden curriculum' and extracurricular activities are barrier free and do not exclude any pupils.

Access to Information

- We adapt materials so that students with literacy and numeracy difficulties can access them, or ensure access by additional adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through extra adult reading and scribing.
- St Robert's uses a range of multi sensory teaching styles and assessment procedures within lessons (such as ICT, taping, role-play, visual aides, dram, video, drawing and music) to all ensure students are able to demonstrate their achievement appropriately.

Admission Arrangements

- Students with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of students with a Statement of SEN or a Statement pending will be invited to visit the school and discuss the provision that can be made to meet the identified needs.

- As part of the transition process the Director of SEN and Inclusion will (if invited) attend Reviews of students with identified needs and will visit the primary schools with the Deputy Head and Head of Year to discuss pupils needs and provision. Year 6 pupils will attend the Transition week in school in the summer term and are invited to attend Summer School in the first week of the summer holidays.

Incorporating Disability Issues into the Curriculum

- The curriculum includes issues of disability, difference and valuing diversity.
- Students with a range of disabilities have the opportunity to access various sporting events and activities.
- The library resources are regularly reviewed to ensure they include books that reflect a range of 'special educational needs' issues from a disability equality perspective, and priority is given to the ordering of books with positive images and positive portrayal of Disabled People as they become available.
- May displays across the school show pupils with a range of disabilities engaging in activities in a positive way.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within school. We work with children to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays and resources etc.

Listening to pupils with disabilities and those identified with additional needs

- Students are given the opportunity to reflect on their progress and are encouraged to take an active part in their annual academic reviews. They are also encouraged to participate in the annual Disability and or SEN Review to ensure our provision meets their needs.

Working with disabled parents/carers

- The school recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We make sure that there is access to all staff when we hold parents/carers' meetings.
- When a child starts at the school we ask the parents/carers about their access needs and ensure appropriate provision is in place.

Disability equality and trips or out of school activities.

- The school tries to make all trips inclusive by planning in advance and using accessible places. Support staff will be involved in day/residential trip as and when required.
- All students are welcome to attend our school activities both during school (including before school and at break and lunchtimes) and after school.

Evaluating the success of the School's Inclusion Policy

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Director of SEN and Inclusion, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Policy dated 2009