



Cilffriw Primary School

Inclusion Policy

Reviewed on:	30.3.23
Signed by Headteacher:	<i>M. Quin</i>
Signed by Chair of Governors:	<i>D. Jones</i>
Date of next review:	March 2024

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Cilffriw Primary School Policy for Inclusion

All children have a human right to be educated with their peer group. At Cilffriw Primary, 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 pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups', such as our Speech and Language Unit, within the school, providing extra resources and support, where possible.

At Cilffriw Primary we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school. We ensure that support is given to those pupils who require help with the basic skills of literacy and Numeracy in order that these children make progress.

Different Groups in the School

- ◆ Girls and boys.
- ◆ Pupils with Additional Learning Needs.
- ◆ Children 'looked after' by the local authority.
- ◆ Gifted and talented pupils.
- ◆ Minority ethnic and faith groups.
- ◆ Other children, such as sick children, young carers and those children from families under stress.
- ◆ Pupils who identify as LGBT.
- ◆ Any pupils who are at risk of disaffection and exclusion.

Roles and Responsibilities

At Cilffriw Primary, 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 respect and individual help from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Admissions Policy

All applications for places at Cilffriw Primary 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. If the school is aware of Additional Learning Needs before a child starts school, Cilffriw Primary will 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 Additional Learning Needs.

Monitoring

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- ◆ All Reception pupils are assessed on entry using Baseline assessment. Children transferring from other schools are assessed informally on entry. These assessments are used to inform the school of any diverse needs the child might have.
- ◆ Regular assessments take place throughout each year group, with a focus on the basic skills of reading, spelling, writing and numeracy.
- ◆ Ongoing formative assessment is made in all areas of progression – attitudes, values, skills, knowledge and understanding.
- ◆ Data is examined from all assessments and this information is used to enable the school to target extra support to individuals and groups of pupils.
- ◆ The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Headteacher deputy head and the SENCO.
- ◆ The attendance of pupils is monitored constantly by the school clerk. The EWO, Mr S. Jones, routinely monitors the official register and any concerns on a monthly basis.

Disaffected Pupils

At Cilffriw Primary, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances.

Partnership with Parents

Cilffriw Primary recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents can make to their child's education. We believe that we should work in partnership with parents, ensuring mutual trust and respect. At Cilffriw Primary, parents are encouraged to visit the school to discuss concerns with the class teacher or Headteacher. Parents are consulted on all Additional Learning Needs issues and included in all Additional Learning Needs reviews and meetings.

Information is shared daily with the parents of all pupils on Class Dojo, and parents can request an appointment at any time and school staff will arrange a meeting that day if possible, or within 2 days.

School staff regularly attend Teams meetings for the families of adopted pupils, as well as the formal meetings for pupils with ALN and pupils who are CLA. The school values the impact that regular contact with parents makes to every child's wellbeing and progress.