

PORTFIELD SCHOOL & SATELLITE CENTRES



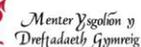
POLICY DOCUMENT FOR INCLUSION



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Review of Policy

This policy will be reviewed annually unless changes of circumstances or legislation requires it to be amended earlier.

Signed: Date:
Headteacher

Signed: Date:
Chair of Governors

Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

Portfield School is very inclusive in the way it involves all pupils in life and work of the School. This policy will focus on a narrow definition of inclusion to ensure a sound policy and procedure is in place for those pupils who will integrate into mainstream schools.

WHAT IS INCLUSION?

- Inclusion involves the process of increasing the participation of children and young people in the cultures, curricula and communities of local schools.
- Inclusion into the community of a mainstream school in order to provide wider friendships, enhanced social opportunities, experience in coping with a larger class, ability to mix with non-disabled children.

AIMS AND OBJECTIVES OF INCLUSION

To give pupils an experience of social situations which may lead to increased self-sufficiency and independence.

To increase pupil's self-esteem.

To achieve socialisation within an alternative peer group.

To attempt to give pupil greater autonomy.

To give pupils a new enjoyable social contact.

To give pupils a richer linguistic experience.

To give pupils a valuable learning experience in a mainstream environment.

To monitor pupil's progress in a specialised setting in a mainstream school or mainstream class.

To achieve final integration of a pupil into a specialised setting in mainstream or into a mainstream classroom where appropriate.

To give access to specialist subject teachers at a secondary level.

IDENTIFYING THE NEED FOR INCLUSION

Every child who can benefit from inclusion will be considered. The severity of a child's disability is not necessarily a barrier to inclusion. Portfield School seeks to meet individual pupil's needs by extending their social and educational experiences. A pupil's need for inclusion will become apparent through the assessment process and through the multi-disciplinary meeting at the annual review of statements.

When a pupil is identified as having a potential need for inclusion, a four-point plan should be followed:-

1. Assessment – pupil to be assessed firstly through school assessment. Educational psychologist, physiotherapist and speech therapist may also be involved (as appropriate).
2. Informal meeting or discussion will then be held to ascertain the type of inclusion required to meet the pupil's needs and how best to achieve it. This will be between parents, Headteacher/Deputy Headteacher and class teacher. The pupil may also attend if his/her participation in discussions is desirable.
3. Contact – Portfield School will make contact with the host school Head/Deputy or Head of Department.

During this contact we will discuss and where appropriate arrange details of days, times to begin and a full discussion of the aims and objectives for this particular pupil. It may be decided that inclusion is not possible, if this is agreed by all involved, no further steps are taken at this time. Parents and pupil will be informed. Portfield Inclusion Referral Form to be completed and sent to host school.

4. Review Meeting – after a specified period of time involved in the inclusion programme a review meeting will be held to discuss further action. This may consider:-
 - continuation of the inclusion programme
 - increasing/decreasing or ceasing sessions as appropriate
 - any changes to the programme

TYPES OF INCLUSION IN THE EDUCATION SYSTEM

There are many types of inclusion possibilities such as:-

- Pupils visiting local schools for integration on a sessional or part-time basis.
- Work experience e.g. Stackpole Gardens.
- Link courses with the Pembrokeshire College e.g. for one day a week.
- Activities to achieve the Duke of Edinburgh Awards with individual senior pupils.

Portfield School already enjoys good local inclusion with Fenton, and Ysgol Glan Cleddau Infant and Junior School, Tasker/Milward and Sir Thomas Picton Secondary Schools and The Anchorage, The Avenue and Portfield Social Activity Centres and Pembrokeshire College.

RUNNING AN INCLUSION PROGRAMME

Once the four-point plan has been followed and the inclusion programme has begun, regular discussion should be arranged between class teachers of both schools to discuss the pupil's progress in both settings.

Any issues can be dealt with as they arise and pupil progress can be monitored. Information about inclusion will be shared with parents, carers and SLT. Inclusion is monitored by class teacher and discussed with SLT to address issues. Host schools are asked to be frank in their appraisal of the effectiveness of inclusion in meeting the agreed aims for the pupil. An inclusion programme should be planned but flexible and all those involved should be informed of any changes or new stages in the programme.

MONITORING AND REVIEW OF INCLUSION PROGRAMME

Monitoring and regular review of inclusion programmes are essential to ensure that the placement is continuing to meet the needs of the pupil. All progress should be reported comprehensively to parents. A child's progress should be discussed at parent's evenings and at the Annual Review.

THE ISSUE OF EXTRA SUPPORT

For inclusion programmes with other schools to succeed, most pupils will need extra support from a learning support assistant during the first few weeks or longer. If a pupil or pupils require long-term support on an inclusion programme, staffing issues will need to be thoroughly assessed and discussed before the feasibility of the programme is decided. If long-term support is required and the aim for the child is towards total or split week inclusion then long-term support will be sought from the LEA.

REASONS FOR CHANGING, ADAPTING OR STOPPING AN INCLUSION PROGRAMME

In the event of a placement being found to be unsuitable for a particular pupil, a meeting should be called involving all parties to discuss further action. This will be the case if:-

- The aims for an individual pupil are not being met.
- The inclusion programme is upsetting or negatively affecting the pupil.
- The host school feel that they cannot continue the inclusion programme.

APPENDIX A – Agenda for Inclusion Planning Meeting

Name of pupil to be discussed.

How often and when the pupil will visit, whole day or half day, lunch or not, date to begin.

Has everyone, parents, staff and other agencies been involved and informed.

Transport arrangements.

Long-term aims of inclusion for the pupil.

Short-term goals for this pupil.

Have key staff in both schools been identified so that parents know them.

Access to and from the building of the host school, any difficulties arising. Risk assessment

Personal information relating to the nature of the pupil's special educational needs. This confidential information has to be given to the host school. Medical details which may be needed for pupil safety must be given.

Timetable - Respective timetables of both schools need to be considered so that arrangements can be made convenient to both.

Pupil attainment - Class teachers need to share information about pupil attainment so that the host school is enabled to meet the pupil's needs.

Support requirements - Is there a need for extra support from Portfield staff, a named person must be agreed.

Statement – no change to the pupil's statement needs to be made. Inclusion may however be included as a short-term goal during the Annual Review meeting.

First date for inclusion to begin.

Date for review of inclusion.

PORTFIELD SCHOOL INCLUSION REFERRAL FORM

Name:-

DOB:-

Referral from Portfield School

To:-

Date:-

Special Educational Needs:-

Medical Issues:-

Aims of Inclusion Programme:-

Level of support required:-

Proposed start date:-

Suggested Frequency / Duration:-

Review Procedure:-

Signed:-

Signed:-

Portfield School

Receiving School