

The Spalding Special School Federation

Inclusion Policy

Definition of Inclusion

- 'Inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organisations and provision, allocating resources to enhance equality of opportunity'. (Sebba and Ainscow 1996)
- Inclusion means that we focus on school organisation and culture and how we respond to diversity and celebrate difference.
- A child is 'included' when they are viewed an equal partner in the school community.

Rationale

- Inclusion is about encouraging a sense of community and belonging and encouraging mainstream and special schools to come together to support each other and pupils with special educational needs.
- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include all pupils.
- An inclusive education service offers excellence and choice and incorporates the views of children and parents.
- The interests of all pupils must be safeguarded.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child at every time.
- Special schools will operate successfully as part of an inclusive education system. They complement the inclusion process through diversification and developing mutually supportive links and partnerships with mainstream colleagues.

Aims

- We will promote the highest standards of achievement for all children and young people.
- We will ensure all children and young people are valued equally.
- We will aim to be an inclusive school by providing, a broad, balanced curriculum for all our pupils and having systems for early identification of barriers to learning and participation. We will have high expectations and suitable targets for our children.
- We will aim to provide opportunities for as many of our pupils to have the opportunity to work and socialise alongside their mainstream peers.
- We will actively seek to promote measures to break down the attitudinal, physical and environmental barriers to learning which exist within inclusion of children within special educational needs.
- We will promote the development of effective inter-agency partnerships to ensure the principle of inclusion is central to assessment and planning.
- At the Spalding Special school's Federation (SSSF) we will always develop inclusion

projects that are appropriate for our children, looking at each pupil's needs on an individual basis.

- We will work closely with and offer support to mainstream school, parents, other special schools, support agencies and the LA to help increase the quality of inclusion within the SSSF.
- We will seek to involve parents and pupils and keep them fully informed at all times.

Implementation

SSSF School will support effective inclusion for pupils through:

- Individual sessional placements – Opportunities for pupils to participate and experience in a mainstream setting for arranged sessions each week with support for either specific curricular access or personal and social development or pupils from a mainstream setting visiting Gibside and working with our pupils.
- Partnership initiatives – Joint curriculum projects between SSSF and other mainstream schools.
- Dual placements – If it is appropriate pupils may be dually registered at SSSF and their local mainstream school for specific sessions each week.
- Joint planning and review between mainstream schools, inclusion co-ordinator and key staff.
- Meeting regularly with staff in other settings in order to share information and work together in order inclusive practices.
- Supporting and advising staff in mainstream schools in specific issues regarding the education of children with special educational needs.
- Providing inset and advice for staff and pupils in mainstream schools on disability awareness and specific issues.

Resources

- In their inclusion policy Lincolnshire LA recognises that adequate resourcing is the key to effective inclusion and pledges to invest in inclusion and support schools.
- Staffing – pupils for SSSF will be accompanied by the appropriate levels of staffing that they need. Staff who are to be involved with inclusion need to be flexible, adaptable, have a positive attitude, be committed and willing to work as part of a team.
- Funding – as any form of inclusion will require funding of a certain level, a budget will need to be set each year to support inclusion. Funding may be used for staff wages, transport, resources and equipment, staff development and visits to other settings.
- Training – training and support for inclusion will be planned as part of the CPD plan. We will seek to involve our colleagues in mainstream schools as much as possible in relevant training.
- Planning and Recording – all inclusion projects, visits and pupil targets will be jointly planned by SSSF and host school staff. There will be regular monitoring, review and recording to ensure the placement/project is successful.