

Helvetia House School Inclusion Policy

General statement

This inclusion policy has been approved by the staff of the school. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At Helvetia House, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Aims

Helvetia House School aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity

Objectives

- Ensure implementation of CYPRES inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents / carers and outside agencies in supporting their child's education.
- Guide and support all school staff and parents in inclusion issues.

Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social and social background, and the maximising of resources to reduce these barriers.

Coordinating of inclusion - Headmistress

Helvetia monitors and assesses inclusive provision; identifies barriers to learning and provides staff with appropriate strategies; it shares inclusive expertise with and supports the professional development of classroom teachers and teaching assistants; purchases appropriate resources; monitors pupil progress; liaises with parents; coordinates cross-phase / cross-school transition; coordinates external specialist provision. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive provision

The school offers a continuum of provision to meet diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class. Additional in-class support is available in all classes, which is provided by teaching assistants. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. Staff support pupils with emotional and behavioural difficulties, as well as working with the more able and talented pupils in need of extension and enrichment.

There is a timetable for the provision of pupils with statements of Special Educational Needs and Provision plans who require specialist literacy, language or behaviour management programmes. This happens sometimes with the support of external agencies.

A range of extra-curricular activities are available during and after school, for example: school choir, piano, clarinet, flute and singing lessons plus art clubs, homework club, dance club, sports club and drama club.

External support

There is access to additional specialist advice and support from the Speech and Language Service, Occupational Therapists, Family Nursing and Homecare, School liaison police officer, MASH. When needed Specialist teachers from these services provide intervention in the form of, counselling, and assessment of pupils' needs and progress. The school also has access to an Educational Welfare Officer (EWO) – free and an Educational Psychologist (EP) – at a cost to parents. The E.P. is able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, early years provision, as well as assisting with the identification and assessment of pupils.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, pupils with learning difficulties and the Jersey Education Curriculum levels of attainment. All teachers monitor and review pupils progress using these assessment criteria. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and tracking. Pupils are set individual challenging targets which are in line with guidance that all pupils, irrespective of difficulties, should make two sub levels progress a year (former National curriculum levels). Pupil progress is monitored and reviewed termly.

The school's reward system of house points, and certificates of achievement for outstanding work and performance, effort, all contribute to raising pupil self-esteem and motivation. Where there are behaviour difficulties in a class behaviour plan is implemented. If this is not successful then an individual behaviour plan is written.

Professional development

The Head Teacher oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about training courses, seminars and networks which

relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school and in other schools.

Parent partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process. All parents are welcome to contact Headmistress if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. A curriculum document is produced for each year group.

Evaluating the inclusion policy

The inclusion policy is reviewed annually at the end of the academic year. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In light of the findings, the policy is revised and amended accordingly.

In summary, Helvetia House School is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs or disability so that they can participate, achieve and thrive at school.

Our school acknowledges and celebrates the diversity of backgrounds and experiences that we have and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

We will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are reasonably accommodated to participate in education and all school activities (e.g. schools sports, concerts, excursions, camps) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students.

Helvetia House School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum, tiny classes and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.