

INCLUSION POLICY

THE AIMS OF OUR POLICY

1.0 Aims:

We aim to provide for all our pupils the highest level of education.

To give pupil's the opportunity to attain their best.

To provide an education for all our pupils regardless of they're learning ability.

To provide pupils support to enhance they're learning further.

OUR OBJECTIVES:

To fulfil our aims, the SENCO will:

- Liase and support subject teachers to incorporate differentiated Programmes of Studies which reflect the needs of the individual
- Provide appropriate and needs-led interventions as part of a continuum of provision using expertise from external agencies
- Use data on attainment and achievement to inform support, intervention and target setting procedures for individual pupils with additional learning support
- Provide INSET to support professional development

2.0 Pupil's with Statement for learning difficulties:

We do not currently have the facilities to support pupils with very complex needs and the design of the building, as it exists in 2006, makes it unsuitable for pupils with certain physical difficulties. However, we are working to improve this situation and each application will be considered on an individual basis. Our Accessibility Plan shows how we plan to improve access for disabled pupils, including those with SEN, to the curriculum and to information, as well as how we plan to improve physical accessibility, as funds allow. We will be carrying out extensive consultation to develop a Disability Scheme to promote Inclusion further for the whole school community in the next Academic Year.

3.0 E.A.L

Majority of our pupils are bi-lingual or multi-lingual and have English as their additional language. Our learners are at an advance stage at the time of admission and well supported to develop their language skills through the curriculum and additional literacy support. At present the school cannot cater for pupils who are at an early stage in learning English.

4.0 Assessment Prior to Enrolment:

Latest previous school reports of applicants are obtained and assessed for any support provided in Literacy and Numeracy. Schools and Parents are consulted for further clarification if required. This is to ensure the best interest of the child.

5.0 Identification of Students Additional Learning Needs:

Students who are thought to have Additional Learning Needs are identified and assessed as early as possible. Assessments are carried out to obtain pupils Attainment level in English and Mathematics. Further assessments are required if pupil's attainment level does not fall within the Key Stage boundaries. The subject teachers are responsible to carry out these assessments and highlight areas of under development and improvement. It's the responsibility of the SENCO to place pupils on the additional support register, and to monitor and manage the support needs.

6.0 Provision

It is the aim of the school to provide each and every individual the best education possible. Each and every individual should have the chance to fulfil his potential. With this in mind the school provides a range of School Support.

6.1 School Action

The SENCO liaises closely with the student's teachers and parents/Carers. Targets are set and reviewed termly. Parents and students views are invited and highly valued as a contribution to the target setting and review process. Teachers and support staff monitor pupils progress and refer any concerns to the SENCO.

During lessons, teachers will either provide differentiated material or spend extra time with the boys who require in class support. Additional teachers have been timetabled to provide support in English, Mathematics and Science.

6.2 School Action Plus

When the school requires more specialised support in monitoring and delivering provision for a student, outside agencies and other specialists are consulted. Subject teachers and parents are made aware of the agencies and outside specialists who are involved. Individual Education Plans are written with targets agreed and reviewed termly by involving the SENCO, Parents, Pupil, staff and external agencies. The IEP is sent home and also circulated to staff to ensure they can be consistently reinforced.

6.3 Assessment Stage

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. In such a case, the school will make a referral to the Local Educational

Authority. After referral, School will work collaboratively with all agencies to support interdisciplinary assessment.

6.4 Statement of Special Educational Needs

The school will ensure that the needs of students with statements are fully met through appropriate provision and mentoring. Support is allocated according to the recommendations of Statements of Educational Needs. Individual Education Plans are written with targets agreed and reviewed termly.

6.5 Provision Model:

The SENCO will be central to any information and will provide supportive networks for students and staff.

- The SENCO will work with subject teachers to support pupils with specific learning needs.
- Subject teachers will modify curriculum materials for individual students and differentiate/develop whole modules of the curriculum
- Subject teachers and support staff will monitor progress over the year with SENCO

6.6 Monitoring of pupils on the Additional Support Register

Continuous monitoring takes place during the term and academic achievements and attainment data is updated in the school database The ASR is reviewed termly and students moved within or on/off the ASR as appropriate.

6.7 External Agencies

The School will seek to engage the following agencies to assist further interventions where appropriate:

- Educational Psychology Service
- The Learning Trust
- Children Services
- SENMAC

6.8 Support at home:

It is imperative parents work closely with the school to support the child. Parents must check homework is done regularly. They must allow time to go through the work with the child and provide the school with feedback on related task. They must praise, encourage the child at home and use appropriate rewards to celebrate his achievements. The child must feel his hard work is being valued.

7.0 Conclusion:

Tawhid Boys School will try to ensure to the best of its ability that every child shall leave the school with the best academic, moral, spiritual and social experience he could have possibly gained.