



Ayios Nikolaos Inclusion Policy

Review Date: September 2020

Date of Next Review: September 2021

Head Teacher: Mrs Sarah Baillie
SGC Chair: Lt Col S Clifford

1. Principles

One of the National Priorities is 'to promote equality and inclusion and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs...' We implement the key characteristics of inclusion within our policy for Inclusion.

'Inclusive education requires the presence of all learners in one shared educational community since the exclusion of a single individual diminishes the integrity of that community'. (John Hall – Special Children 1992)

Learning and Teaching is at the heart of the education process. Throughout the learning process from early childhood, through schools and further education into lifelong learning, all learners require at some stage, support in the learning process. Support for learning seeks to ensure that the barriers to learning, be they educational, social or emotional are overcome.

2. School Aims

2.1. What the School aims say

- Nurture the individual
- Support each other within a caring and inclusive community
- Aspire to the highest standards of teaching and learning within a creative curriculum
- Ensure a healthy and stimulating learning environment
- Promote effective links with parents, the station and our wider community.

2.2. Aims to support Inclusion:

- To ensure all pupils receive an education that helps to develop their personality, talents and mental and physical abilities to their fullest potential.
- To promote an inclusive approach, this will meet the needs of all pupils and in turn contribute to a raised level of achievement, self-esteem and lifelong learning.
- To develop cultures, climates and a curriculum that fosters inclusion for all.
- To help establish and maintain effective and appropriate learning opportunities for all pupils through an appropriate curriculum.
- To establish an inclusive network of provision for all.

3. Key Principles of Inclusion

3.1. Entitlement:

Under the Education Welfare Act (2000) there is a presumption of inclusion for all children within the educational setting.

3.2. Inclusion:

Inclusion is not merely physical integration within a school; it is an attitude that affects our thinking and practice within our school.

3.3. Partnership:

This is about using a 'joined up' approach or collaborative approach to planning and reviewing the needs of pupils involving a range of bodies from relevant professionals within the Island Support Service (Cyprus). This will also include close partnership with parents/carers and the children themselves.

3.4. Participation:

This involves increasing participation of pupils within all aspects of school life and decreasing marginality of individuals or groups because of ability, race, culture, age or disablement. We need to involve all the pupils in decision-making within the school through a plan to increase the participation of all pupils in the school.

The concept of inclusion requires us all to be continually reflective of our practice and work together to create the best for all our learners.

4. **Guidance on supporting all pupils within the school**

As a school team we are committed to developing and promoting multi- agency working to meet the needs of learners within our school. The role of the class teacher is to meet the needs of all the pupils in his/her class. The role of the SENDCo (Special Educational Needs and Disabilities Co-ordinator) and members of the EPAS (Educational Psychology Advisory Specialists) team is to collaborate with the class teacher in meeting these needs. The involvement of parents/carers and pupils is embedded in this process.

5. **Class Teacher Guidance**

Provide clear differentiated work to meet the needs of the pupils (quality first wave teaching), including those with dyslexia or literacy difficulties.

Collect and collate assessment information on all children and particularly those who may be giving cause for concern.

Raise issues with SENDCo with clear information about progress or lack of adequate progress / this may also be linked to ARE (Age Related Expectations) staff should raise concerns after some initial discussion with the parents.

6. **Pupil Progress Meetings**

These will be held with the Headteacher, class teacher and SENDCo after termly input of progress data into school assessment system. Using data collected children not making expected progress towards ARE may be flagged up for additional support.

Support may take the form of Intervention support, mentoring on 1-1 basis or targeted support for a specific subject related gap.

Further assessment by the SENDCo or SAT may also be discussed.

Pupil and Family Services/EPAS (Cyprus)

- Senior Educational Psychologist (SEP)
- Senior Educational Social Worker (SESW)
- Specialist Advisory Teacher (SAT)
- Speech & Language Therapy
- Paediatric Nurse
- School Nurse

7. Transition.

Owing to the particularly transient population of Ayios Nikolaos School it is very important that all records of assessment, Individual Learning Plans and reviews are passed on when the children move to another school. If children are registered at RIAISEN 3 there should be a CEAS* registration. This will aid families moving to both UK or postings in Germany or other forces areas. An extensive programme of support has been developed to assist pupils as they transition into or out of the school, which includes the provision of ELSA* sessions to preserve emotional well-being during the transition process.

Movement at year 6 to year 7 – there will be meetings arranged between the year 6 teacher/s and school SENDCo and the Secondary school SENDCo to discuss progress, previous provision for any child moving between the schools.

8. Identification of pupils experiencing difficulties within the classroom.

Class teacher will monitor and make judgements about pupils making 'ARE'

- Cause for concern – Class teacher to check differentiation.
- Keep clear comprehensive notes about support given and success of pupil.
- Arrange a meeting with parent to discuss concerns.
- Note initial concerns or complete RIAISEN 1*(Record of Identification, Assessment and Intervention for pupils with Special Educational Needs) if teacher and parents agree that targets are needed. Pass to SENDCo.
- Meet with SENDCo to discuss concerns taking evidence to support.
- Views (assessments work samples etc).

Class teacher in conjunction with SENDCo will decide if additional support is required and if an Intervention programme or Behaviour Plan will be formulated.

9. SENDCo will enter child on Vulnerable Pupils List

'Asses, plan, do, review' cycle will be followed.

Progress will be reviewed at end of set period – reviewed ½ termly

If progress is evident new targets will be set

If progress is deemed to be less than adequate it will be necessary to involve other agencies to offer advice and support.

10. Tracking and review of pupils

Children at RIAISEN 1	–	Teacher creates and reviews Learning Plans termly with parents. Copies to SENDCo who monitors. Targeted teaching and LSA support available.
Children at RIAISEN 2	–	Half termly Learning Plans or Behaviour Plan annotated to indicate progress against targets. Plans written in collaboration with the SENDCo. Group interventions and more detailed assessments by SEN LSA available. Higher level of classroom support following interventions to ensure application of new skills.
Children at RIAISEN 3	–	Targets reviewed and moved on if appropriate. Half termly monitoring of Learning Plans / Behaviour Plans in collaboration with SENDCo and SAT and report for Head teacher and MOD completed. Monitoring of small steps progress available. Interventions tailored to individual

needs and delivered 1:1 or within classroom setting.
Detailed assessments available by SENDCO/SAT.

Children at SCAN
(Service Children's Assessment
of Need)

– SCAN reviewed yearly by school, parents, SEP and
ratification panel (MOD).
Long term targets broken down into short term targets on
Learning Plans which are reviewed as per RIAISEN 3,
with the involvement of the SEP.

Team around the Child (TAC)
(Early Help)

Termly meeting involving all relevant professionals,
parents, class teacher and support assistant.
Recommendations noted on 'Joint Planning Sheets' and
circulated to all team members.

11. Staff Development and Review:

Areas for staff development required to meet the system of identification of children experiencing difficulties, target setting and review will be raised through individual teachers during performance management, pupil progress meetings and through whole school concerns regarding particular issues. The whole staff may have training for specific issues as identified through the School Improvement Plan/Single Operational Plan.

GLOSSARY	
CEAS	Children's Education Advisory Service
EPAS	Education Psychology Advisory Specialists
ELSA	Emotional Literacy Support Assistant
LSA	Learning Support Assistant
RIAISEN	Record of Identification, Assessment and Intervention for Special Educational
SAT	Needs
SCAN	Specialist Advisory Teacher
SENDCo	Service Children's Assessment of Need
SENLSA	Special Needs and Disabilities Co-ordinator
SEP	Special Needs Learning Support Assistant
SESW	Senior Education Psychologist
TAC	Senior Education Social Worker
	Team Around the Child