



Dhoon School, Maughold, Isle of Man



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DHOON SCHOOL POLICY FOR INCLUSION

Introduction

This policy was created during the 2014-15 academic year by the SENCo in consultation with the Senior Leadership team of Dhoon School. It was drawn up during the ongoing School Improvement work towards "inclusion" and the process of acquiring the Inclusion Quality Mark. All teaching and support staff contributed to articulating how we identify and cater for different groups of children in an inclusive way. This policy should be read in conjunction with Dhoon School's teaching and learning policy, safeguarding and child protection policy, medical policy and medical register, and health and safety policy.

Aim

This policy aims to define what Dhoon School considers by the term 'educational inclusion' and to detail how we ensure that we are an fully educationally inclusive school.

Glossary of terms used in this policy

SEN	special educational needs
SEBD	social, emotional and behavioural difficulties
SDQ	strengths and difficulties questionnaire
EdP	educational psychologist
IEP	individual education plan
SENCo	special educational needs co-ordinator
ESO	education support officer
SESO	senior education support officer
EAL	English as an additional language
LAC	looked after children (category of social care)
CP	child protection (category of social care)
CiN	children in need (category of social care)
DEC	Department of Education and Children
RAP	resource assessment pack
RoC	record of concern (SEN category)
SA	school action (SEN category)
SA+	school action plus (SEN category)
HLN	higher level need (SEN category)
IQM	Inclusion Quality Mark
ESC	Education Support Centre

How we define educational inclusion in Dhoon School

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. As an educationally inclusive school, at Dhoon the teaching and learning, achievements, attitudes and well-being of every young person matters.

How we value and recognise inclusion in Dhoon School

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different learning and teaching approaches and experiences.

We believe that all children should have an equal opportunity to attend Dhoon School and to access learning. We value every individual and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individual needs by setting suitable learning challenges for every pupil and celebrating their achievements.

What makes Dhoon School Inclusive?

In recognising the above, at Dhoon School we are able to consider ourselves to be a fully inclusive school. We have identified different groups of pupils in our school that we strive to cater for:

- Children with SEN
- Rapid learners
- Children with SEBD
- Children with medical needs
- Children with EAL
- LAC, CiN, CP cases
- Children in short-term 'crisis'

***NB** This list is not exhaustive - we recognise that there may well be other groups of children who require an inclusive approach to help them access learning at Dhoon School. We aim to cater for these groups as they become apparent.

In our Inclusion Policy, we will deal with of these groups in further detail (colour-coded to match list above):

What is it that we do in Dhoon School?

Children with SEN

We believe that pupils with SEN could have:

- difficulties with some or all school work
- difficulties with reading, writing, number work or understanding information
- difficulties in expressing themselves or understanding what others are saying
- difficulty in making friends or relating to adults
- difficulty in behaving properly in school
- difficulty in organising themselves
- some kind of sensory or physical need which may affect them in school

We identify pupils with SEN:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including the DEC RAP, the DEC Dyslexia Policy, school -specific resources such as Nessy, Yes We Can Read etc.
- in consultation with parents/carers
- in consultation with Dhoon's SENCO and other professionals
- through the use of the DEC 'graduated response' documentation.

At Dhoon, this is what we do and when we do it with regards to pupils with SEN:

- The SENCo maintains a register of children with SEN (submitted annually to DEC)
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- Children with SEN are subject to IEPs which teachers draw up and deliver termly (although the pattern for drawing up, delivering and reviewing IEPs can be flexible to best meet the needs of individual pupils.) IEPs are shared with parents
- Graduated response stages are reviewed on an individual basis by teachers in consultation with the SENCo
- The SENCo may refer children to the EdP team if necessary
- Year Six 'Higher Level Need' children are reviewed formally with parents and the receiving school before transitioning to Key Stage Three.

Rapid Learners

We believe that Rapid Learners could have:

- a disengaged or disruptive approach to their learning (could they be bored, or finding learning to be 'too easy'?)
- a disparaging approach towards other children, adversely affecting their relationships
- an inclination to rush through work, making unnecessary mistakes
- a lack of resilience - they could struggle with problem solving and they could have a fear of failure (this can sometimes be exacerbated by parents who tell their children how 'clever' they are)
- social and emotional difficulties
- difficulties in applying their learning in different contexts
- a particular strength in a particular aspect or area of the curriculum

We identify Rapid Learners:

- through teacher observation
- through regular (termly) pupil progress reviews
- by tracking, using the pupil progress tracker on the review documentation
- by tracking through IMP
- in consultation with parents/carers
- in consultation with the Dhoon SENCo

At Dhoon, this is what we do and when we do it with regards to Rapid Learners:

- plan for rapid-learners at the medium and short term stage (identify rapid learners on MTP, plan for differentiation within lessons on STP)
- differentiate classroom activities and classroom challenges
- plan provision and opportunities to stretch children
- stretch children through quality dialogue and high expectations
- discuss rapid-learners at termly pupil-progress reviews
- reference and use of DEC 'Rapid Learners' booklet

Children with SEBD

We believe that children with SEBD could have:

- difficulties in accessing or coping in a learning environment without support
 - difficulties with trusting adults
 - difficulties with concentrating / motivation to learn
 - lower than expected attendance at school
 - a fear of failure
 - difficulties recognising appropriate behaviour and the boundaries involved
 - difficulties with following school rules and expectations
 - parents who have difficulties in recognising the issues that their children have
 - a dependence on adult support/intervention in school
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We identify children with SEBD:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including Boxall Profiles, SDQs, Burnett Self-Scale assessments, observations and notes, ASD profiles, Social Inclusion Survey data.
- through conversations with parents/carers
- in consultation with the SENCo

At Dhoon, this is what we do and when we do it with regards to children with SEBD:

- take advice from EdP team
- liaise and work with other agencies as applicable
- SESO/ESO classroom support
- 'Nurture style' intervention (the Dhoon High Five Club)
- classroom strategies employed by the teacher
- behaviour charts in class
- take a personalised/individual approach to each child

Children with medical needs

We believe that children with medical needs could have:

- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin anti-hystramine etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:

- through communication with parents and by monitoring the child.

At Dhoon, this is what we do and when we do it with regards to children with medical needs:

- the medical co-ordinator maintains an up-to-date medical needs register
- named staff are allocated to specific children to manage individual medical needs
- maintain close links with medical specialists such as the diabetic nurse and school nurse
- medical register, asthma cards and ventolin, epi-pens and medication is centrally stored in the school staff room for ease of access
- issue receipts upon administration of medication
- issue receipts when ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

Children with EAL

We believe that children with EAL could have:

- a first language other than English
 - a language other than English which is used more predominately than English, especially in their home life
 - a feeling of being isolated and/or a feeling that they are an 'outsider'
 - parents who feel isolated and/or feel that they are 'outsiders'
 - cultural differences
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- behavioural difficulties at school because of language frustrations
- parents with different expectations of school and of learning based on their own cultural/country backgrounds
- difficulties in communicating

We identify children with EAL:

- At 'induction' before starting in Reception
- through consultation with parents/carers prior to joining Dhoon School

At Dhoon, this is what we do and when we do it with regards to children with EAL:

- liaise with the DEC EAL team, and take support and advice from them as and when necessary - this may include receiving EAL support staff to deploy within the classroom
- liaise with our link education liaison officer
- hold 'induction' meetings with translators if necessary
- use technology to assist in communication eg Google translate/iPads/iPods etc
- make use of 'language link' package and activities
- regular review meetings with teacher, SENCo and parents (and translators if necessary)
- the SENCo maintains a register of children with EAL (submitted annually to DEC)

LAC, CiN, CP cases

We believe that LAC, CiN, CP cases could have:

- erratic school attendance patterns
- a concerning way in which they present (eg hungry, tired, unkempt, aggressive, withdrawn etc)
- difficulties socialising or forming appropriate relationships
- attention seeking tendencies
- a very guarded nature

We identify LAC, CiN, CP cases:

- through referrals from other agencies
- a 'time-logged' picture that has been gathered comprehensively
- through disclosure
- through discussions and observations

At Dhoon, this is what we do and when we do it with regards to LAC, CiN, CP cases:

- At Dhoon, we have a comprehensive safeguarding and child protection policy and guidelines which all staff follow and comply with. This is reviewed and shared with staff at least annually.

Children in short term 'crisis'

We believe that children in short term 'crisis' could have:

- sudden changes in their social, emotional or physical behaviour
- any number of possible responses to unforeseen/unpredictable life circumstances

We identify children in short term 'crisis':

- through investigation and/or involvement of other services/parents/carers.

At Dhoon, this is what we do and when we do it with regards to children in short term 'crisis':

- talk to and support the child, parents and family and advise the whole-school as appropriate through staff bulletins and staff meetings
- short-term 'crisis' nurture style provision (High Five Club) is offered as and when necessary
- referral to external agencies is made as appropriate

This policy was created during the 2014-15 academic year and became 'live' as of April 1st 2015. This policy is due for review three years from this date.
