



Inclusion Practice

Inclusion is a process that maximizes the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning. All schools, whether special or mainstream, should reflect a culture in which the provision adapts to meet the needs of its pupils and is provided with the resources to enable this to happen. Hence pupils at Red Gates benefit from special school facilities and curriculum and links with the co-located Gilbert Scott Primary School.

Red Gates and Gilbert Scott schools physically join at the dining hall, so staff and pupils see each other daily, giving natural opportunities for developing an awareness and understanding about Red Gates pupils and with other schools in the Selsdon Education Partnership (SEP).

Aims

Inclusion practice is based around shared aims:

- All children to develop communication skills
- All children to develop citizenship, personal and social skills
- Mainstream children to develop a basic understanding about Red Gates children
- To increase levels of interactions between Red Gates and mainstream children

We will provide a positive, inclusive learning and working environment based on respect for people's differences, reflecting the key objectives of the 'Every Child Matters' agenda. We are committed to challenging and preventing racism and discrimination.

The Process

In order to achieve the aims previously stated there has to be a common basis of commitment and interest and a willingness to share expertise. The following guidelines are necessary when planning links:

- Groups of pupils from Gilbert Scott and other SEP schools and Red Gates need to be of a similar age
- Children should work in small groups or partnered one to one
- Children need the opportunity to talk to each other and to staff
- Careful joint planning and review is vital through regular communication of Red Gates and Gilbert Scott and other SEP schools staff

Inclusion Protocol

Activity:	Timescale:	Agenda:	Notes/Actions:
Initial meeting with link teacher as required.	Beginning of Autumn term. Date of meeting:	<ul style="list-style-type: none"> ▪ Discuss needs of children in both classes. ▪ Discuss joint visions for inclusion sessions. ▪ Agree on appropriate activities to support children's learning. ▪ Arrange dates and times for weekly sessions throughout the term. ▪ Book a date for the end of term to meet and review practice. Share achievements and work through any issues/concerns. ▪ Agree on how classes will be informed if inclusion has to be cancelled. 	
Red Gates Teacher to visit link class as required. Link school teacher invited to visit Red Gates class	Beginning of Autumn term before sessions start. Date of visit:	<ul style="list-style-type: none"> ▪ Arrange a visit to link class. ▪ Introduce yourself to the children. Discuss your children and what you will all be doing in inclusion sessions. ▪ Request photos of the children that will be joining your class to use as a communication aid with your class. 	
Review via meeting, email or phone call	End of each term. Date, Autumn Term: Date, Spring Term: Date, Summer Term:	<ul style="list-style-type: none"> ▪ Discuss your inclusion sessions and what has gone well. ▪ Share achievements. ▪ Talk through any concerns/issues that may have arisen and agree a way forward. ▪ Decide on dates and times for the next half term. ▪ Book a meeting for the end of the next term. 	

Planning and Organisation

Red Gates class links with Gilbert Scott and other SEP school classes are established and where possible children from Gilbert Scott or SEP school join their link class each week. If a Red Gates pupil has well developed social and communication skills, an additional individual weekly link may be organised, supported by a Teaching Assistant (TA) from Red Gates.

The focus and activities for the sessions will be planned jointly by staff from both schools. If all professionals are involved at this stage then they will feel a responsibility to monitor and develop the link

Inclusion sessions will be incorporated into weekly plans. Targets on a child's IEP may incorporate strategies/activities that take place during inclusion sessions.

Monitoring, Evaluation and Review

Evaluations of weekly sessions and IEP targets where appropriate will be recorded by Red Gates staff class teams. Evaluations of experiences and achievements will be reported on in the annual school report.

Time will also need to be spent on talking and listening to the pupils from both schools again enabling them to ask questions, express feelings and share in each other's experiences.

Photographs are invaluable for recording sessions, to be shared by pupils, parents and staff, identifying pupil achievement. Red Gates staff will liaise with Gilbert Scott staff and other SEP schools before sessions begin to ensure all pupils can be photographed.

Regular meetings of staff from both schools are essential to evaluate the sessions, enthuse about successful aspects and to discuss aspects for development and any anxieties. It is important staff feel able to be honest and say if a session is not working so that changes can be made and the problems rectified.

Leadership and managements teams of Red Gates and Gilbert Scott meet together termly to review overall progress and consider new initiatives.

Partnerships within the local school community

The shared vision of the Selsdon Education Partnership is to increase the capacity and capability of each school and to enhance pupils learning. This is being achieved by the SEP schools working together to identify training requirements and to support the professional development of all staff, through opportunities for shared training at twilights, teacher meetings, training days and visits to each others schools. Schools within the Selsdon Education Partnership regularly organise interschool events where children come together for special activities.

Red Gates is also providing outreach support for other Croydon primary and special school colleagues. See Outreach Policy.

Conclusion

It is important when reviewing inclusion practice, to continue to develop positive attitudes towards disability as this in turn will have an influence on the personal and social development of the pupils and their attitudes.

Overall our intention is to create an inclusive culture within the community and produce inclusive policies to evolve inclusive workable practices. Inclusion in education is one aspect of inclusion in society.

Reviewed January 2017

Headteacher

Date

Chair of Governors

Date