

# **St Lawrence C of E (Aided) Junior School**

## **Education Inclusion Policy**

### **Aims**

The staff, governors and parents at St Lawrence School work together to provide a high quality education in a safe and caring environment. We want all the children in the school to achieve high standards and achieve their potential. We want them to enjoy their work and their play and to develop attitudes of learning, skills and a thirst for knowledge that will remain with them for life.

- to ensure that each child feels valued at school and develops positive self-esteem in accordance with the Christian ethos of our school
- to ensure that every pupil has equal access to the curriculum and has a good record of attendance and punctuality
- to ensure a co-operative and supportive relationship between the home and the school
- to ensure that learning is enjoyable for all pupils

The following key principles (DFEE Circular 10/99) underpin our practice in promoting school inclusion.

- setting good habits early: primary schools need to help pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process.
- early intervention: prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that these will not be tolerated.
- rewarding achievements: positive recognition of individual pupils, classes or year groups in good attendance and behaviour through the house point system, Good Work books and achievement assemblies.
- supporting behaviour management: PSHE circle time sessions promote good behaviour and positive self-esteem and also enable children to take a positive approach to their own behaviour management and to the way in which they have the right to let others know when they are not happy.
- working with parents: all schools should encourage parents to support good attendance and behaviour through the home-school agreements, consultation meetings and newsletters. The school will know who has parental responsibility for the child.

- involving pupils: pupils can help to re-enforce the school behaviour policy by their active involvement through school council and class discussions.
- commitment to equal opportunities: parents and pupils should know that the school has an equal opportunities policy and is committed to equality of opportunity for all pupils. Schools should monitor their policies and procedures on different groups (by race, gender and disability). The effectiveness of such policies should be assessed at governors meetings.
- identifying underlying causes: poor behaviour may be linked to problems experienced by a pupil in understanding lessons or emotional difficulties arising from a personal or social issue either at home or school.

### **School practices and procedures**

These procedures are in place to ensure that all children within the school have equal opportunity and access to the curriculum in a safe, happy and secure environment.

- register monitoring – half-termly by the Headteacher and Educational Welfare Officer. Letters are sent home if there are any unexplained absences. The Educational Welfare Officer will meet with the family and the school to help to resolve a situation if there are any issues arising from absence
- reminders to parents of the importance of good attendance
- rewards for good attendance

### **Analysis of data to ensure that progress is being made by different groups of children (SEN, EAL, Pupil Premium and Ever6, ethnic minorities and gender).**

- 'Home School Agreement' given to the parents of all pupils
- behaviour targets through SEN support arrangements, Individual Education Plans in consultation with the Behaviour Support Team, if necessary, and with parents.
- behaviour management – support programme as advised by the Surrey County Council Behaviour Management team and sessions provided with the School Counsellor and ELSA.
- pastoral support programme in place if a child is in danger of permanent exclusion – this will involve the parents, staff and advice

and support from the Support Service (in line with advice from Surrey County Council Guidelines).

- support from Home School Link Worker
- tracking of all children and particularly those with SEND, EAL or those entitled to receive Pupil Premium.
- tracking of children from ethnic minority groups and the monitoring of pupils throughout the school to ensure that there are no gender issues evident in the data provided on the SEN register, to ensure that progress is being made

Reviewed July 2018

Next Review Date July 2021