


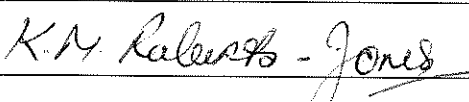
Brynlywarch Hall School



INCLUSION POLICY

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

| | | |
|------------------------|---|---------------------------|
| Signed |  | Headteacher |
| Signed |  | Chair of Governors |
| Dated: | 19 th April 2016 | |
| Date of Review: | April 2019 | |

Introduction

This document is a statement of the aims, principles and strategies for integration and inclusion at Brynlllywarch School.

It was developed in consultation with staff and governors. At Brynlllywarch School we feel that the shared experiences of links with our local schools and college benefit our pupils in a number of ways. Inclusion encourages them:

- To develop positive attitudes towards inclusion on an individual basis where appropriate, this also includes inclusion within our own environment.
- To develop confidence, self-esteem and individual expectations.
- To ensure the educational needs and opportunities of learning are maintained and developed for each individual pupil.
- To provide opportunity to ensure generalise skills already established.
- To opportunity is given to individual pupils to advance social and emotional development within mainstream settings.
- To contribute to the development of equal opportunity within mainstream settings.
- To help eliminate prejudices and discrimination by promoting self-confidence and positive attitudes.
- To develop attitudes, understanding and maturity, this can be generalised beyond school life.
- To ensure pupils respect their peers within mainstream settings and accept the rules and limitations within the College environment.
- To promote and develop support for inclusion in all areas of the community.
- To develop full access to resources in both schools and to develop as a resource centre for mainstream settings, if needed, providing advice and resources when available, through our established Outreach Service.

How do we include?

Brynlllywarch School aims to offer educational provision through a range of functional inclusive activities in local 'mainstream' settings. We feel this can be achieved by:

- offering an individualised educational programme which complements mainstream provision;
- encouraging links between Brynllwarch and mainstream schools in terms of shared activities e.g. educational visits, accessing to specialist resources and facilities;
- supporting pupils on work experience placements within mainstream schools;
- sharing resources and training programmes, as appropriate;
- offering Outreach support and advice to support children with identified special needs in mainstream schools and the staff who work with them;

What is Inclusion/Integration?

Inclusion/Integration offers opportunities for interaction for children with special needs and their mainstream peers. It may take place at Brynllwarch when pupils from mainstream schools visit Brynllwarch, or it may be individual pupils or groups of pupils attending mainstream schools for varying amounts of time.

Inclusion/Integration also takes place within Brynllwarch itself with pupils joining classes for specific activities from St. Michaels Primary School.

Aims

- To give pupils opportunities to join in appropriate activities with their peers.
- To provide good role models and help develop self esteem.
- To give pupils with particular abilities in certain subject areas opportunities to study that subject with their peers in a mainstream environment.
- To give pupils access to more specialist teaching resources e.g. technology workshops, music rooms, science laboratories, gym facilities as well as more specialised teachers, usually at secondary level.
- To contribute to the wider personal and social education programme in all schools.
- To cultivate and develop pupils' independence and abilities to communicate with others.

Provision and support

- There may also be links with Coleg Powys for pupils in Transition at Post-16;
- Staff from both schools/college discuss and agree the format, focus, structure and expectations of the integration sessions;
- Designated Teaching Assistants accompany and support pupils on an individual or small group basis. The TAs work under the direction of the teacher in all aspects of the integration/inclusion.

Strategies for Ensuring Progress and Continuity

- Planning integration is the responsibility of the Deputy Headteacher (SENCO) in liaison with the class teacher and host schools.
- Integration is discussed with parents at the Annual Review meetings and parental preferences are taken into consideration.

The Role of the Inclusion/Integration Co-ordinator

- To take the lead in policy development and the production of Integration timetables;
- To monitor integration plans and progress through liaison with host schools, TAs and Class teachers.

Reporting to Parents

This is done through:

- Phone calls and parents evenings used by Brynlllywarch.
- a written report that contributes to the Annual Review.

Reporting on Integration will focus on:

- Progress towards targets in the Individual Education Plan;
- Progress towards increased social interaction with peers.

Health and Safety

- Host schools will be given copies of any relevant medical/behaviour information.
- All staff transporting pupils to and from other schools have relevant motor insurance cover.
- The off-site book is completed by or on behalf of all pupils and staff.

Review

This policy statement will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.