



## **INCLUSION POLICY**

Delamere School values the individuality of all pupils. We are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking into account the differing needs and experiences of all pupils. We offer a broad and balanced curriculum and have high expectations for all children.

### **Aims**

Delamere School is an inclusive school. We actively seek to remove barriers to learning and ensure that we are meeting the diverse needs of individual children throughout the school.

We aim to provide inclusion opportunities for pupils throughout their time at Delamere. This will be in both other SEN settings, in mainstream settings and within the school, for example a child may join another class group for a Literacy or Maths session. These inclusion opportunities will be appropriate to the individual needs of the child and will be planned carefully with parents and in partnerships with other establishments. We also encourage groups from mainstream settings to integrate with classes within our school for joint projects eg sports and arts projects.

### **Planning and Learning**

We ensure that all children meet their potential through inclusive practices. Delamere has a broad and diverse team of specialist teaching staff and work cohesively alongside a dedicated team of therapy staff, including Physiotherapists, Speech and Language Therapists, Occupational Therapists and the Nursing team.

Our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers need to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to pupils' diverse needs by:

- Developing positive relationships with pupils;
- Creating effective learning environments appropriate to individual groups;
- Developing pupils' motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Planning appropriate yet challenging learning outcomes;
- Committing to a Total Communication approach;

- Responding to the diverse special educational needs of the children;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children;
- Providing multi-sensory learning opportunities;
- Utilising specialist resources such as the sensory room, or the splash pool.
- Use of specialist plans including Personalised Learning Targets and Learning Support Plans.

### **Parental Input**

Our parents have an active role in the inclusive practices of the school. We have a Parent Council that acts as a consultation group and influences school development and direction.

We regularly consult with parents to gather their views about the effectiveness of school practice.

School ensure that interpreters can be provided if required for parents where English is not their first language. We have started running an annual ESOL course to build the confidence and engagement of mothers whose first language is not English.

A Family Liaison Officer is available within school to provide support for parents and build relationships between home and school. Home visits will be organised for parents as required and appropriate.

### **Community Links**

At Delamere we have strong links with the local community and all children have inclusion opportunities at a wide range of these facilities. We regularly visit the Donkey Sanctuary, Partington Baths, Wythenshawe Wheelers, Parkers Garden Centre, local supermarkets, local cafes and parks. The aim is to stimulate and develop children's communication, build social and emotional skills in a real-life context, encourage flexibility and to support children to function in every day society.

### **Inclusive Celebrations**

Children's individual cultural differences are recognised and valued. We focus on a range of different festivals and celebrations throughout the school years, including Eid, Chinese New Year, Diwali, Easter and Christmas.

We celebrate children's strengths and interests throughout the year with various theme weeks & days including Sports Week, Literacy Week and Outdoor Classroom Day.

We regularly share achievement through celebration assemblies, certificates, positive praise, phone calls home to parents, End of Year Reports, Holistic Achievement Records and during Leavers assemblies.

Delamere has been given Flagship status from Inclusion Quality Mark in June 2021. We have an annual action plan for Inclusion as part of this accreditation and belong to an IQM cluster group which involves visits to a range of school settings across North West England to support our continuously evolving practice.

April 2022.