

# **INCLUSIVE EDUCATION POLICY**

## **1. Mission Statement of Siggiewi Primary School**

We aim to create a well organized, stimulating and caring environment, that will enable our children to grow, learn and develop physically, emotionally, psychologically and academically, thus helping them acquire a holistic education.

## **2. Aims of the Mission Statement**

- To develop a culture of Inclusion where each individual pupil is accepted and valued for him / herself.
- To help create a school culture which fosters diversity.
- To make the school experience a happy one, where the talents and abilities of all pupils are identified and celebrated.

## **3. Identification and Assessment of pupils with Individual Educational Needs**

- Teachers will identify pupils who show difficulties in developing literacy and numeracy skills, who will need school based intervention, namely Complementary Education, in these areas.
- Teachers will refer pupils to the Head / Assistant Head of School i/c of Special Needs or the INCO, who inspite of school based intervention, are still encountering learning difficulties. Pupils will then be referred, for assessment to outside school services such as School Psychological Services, Spld Unit, Nwar .....
- The Assistant Head and INCO will be directly responsible for those pupils who enter school with a statement of IEN, or are identified as having IEN. They will also be responsible for compiling and organizing information about these pupils.

## **4. IEN Provision and monitoring of support**

- At the beginning of the scholastic year the teacher and LSA should have time to discuss the stated child's particular needs and made aware of difficulties that might arise. A handover meeting should also take place between the former teacher and LSA team with the new team.
- The INCO together with the administration may decide to have a meeting with parents of pupils who have significant difficulties but do not have a formal statement of support. Outcome of this meeting is recorded.
- The LSA in the classroom will support NOT only the child with IEN, but also all other pupils in the class to access the curriculum. Adaptations and resources are discussed and shared between teacher and LSA for the benefit of all the pupils in their class.
- The teacher and LSA will work in collaboration when planning for the child's IEP.

- The LSA will be given information regarding the weekly forecast and the scheme of work by the class teacher. The LSA will make the necessary adaptations of the schemes of work to fit the needs of the child on a daily programme schedule sheet. There are periodically collected and seen.

## **5. Individual Educational Plans**

- A MAP session is held for new entrants who have just been given an official statement of support.
- Same procedure applies for any pupil who receives an official statement of support for the first time.
- IEP sessions are organized to establish IEPs for pupils with the support of all stakeholders, including the active participation of the parents.
- The pupil's strengths and needs are identified so that realistic educational goals can be established to meet the child's needs.
- Pupils are involved in setting their own goals. Strategies like Behaviour Contracts in which pupils are given the responsibility and ownership of their behaviour are to be considered, especially with the older pupil.
- The involvement of the parents, outside school agencies and the INCO is crucial to the implementation of the child's programme.

## **6. Transition Programmes**

- To provide a Transition Programme for all K2 pupils going to Year1.
- Meetings should be provisioned for during the last term of Kinder 2 between Kindergarten Assistants and Year 1 teachers to:
  - Familiarise themselves with both settings
  - Plan the continuation of learning, taking into consideration what has already been learnt
  - Year 1 teachers will get feedback about the dynamics of the group
  - Familiarise themselves with the existing social relationships among pupils
- Transition meetings between the teachers involved are also held for all those pupils who experience learning difficulties and attend CE sessions. The meetings serve to promote professional dialogue as a form of oral handing over.
- To provide a Transition Programme for all pupils in Year 6.
- Transition MAP sessions will be organized for pupils with a statement in Year 6, together with an orientation visit to the school when possible.

## **7. Working in Partnership with Parents**

- Parents should feel free to discuss with the relevant members of staff any problems, concerning the education of their child. They are important partners in the education of their children.
- Home and school links should be ongoing to ensure that the learning process is based on healthy relationship.
- Parents are expected to attend the relevant meetings and work with the child at home to reinforce what is learnt at school.

## **8. Links and Support from outside school agencies**

- The school seeks to work in collaboration with outside school services or agencies, who are supporting children with IEN. The school will also invite them to attend to meetings to seek to coordinate links and enlist their support. Members of staff from the school, will try to attend case conferences related to these children when invited to do so.

## **9. Access Facilities**

- The school is working towards making all areas of the school environment accessible to all. Where logistics do not permit building of access facilities like ramps, the school should plan for alternative equipment.
- Necessary provisions are taken by the school so that resources are accessible to all pupils at all times.
- Persons involved in the individual educational planning, to identify needs for IT aids and assistive devices, for children with IEN to be able to access the curriculum.

## **10. Resources**

Provision has been made, for the creation of an 'IEN Resource Room'. Funds from the school budget, when possible need to be made available to enhance the policy on Inclusion.

## **11. Inset**

In-service training for members of staff, should be organized, so that one can perform one's duties more effectively and efficiently. Staff is to be given adequate training by professionals and support, to counteract diversity like bullying, etc.

## **12. "Inclusion is an ongoing process"**

This policy as all other policies will be regularly reviewed and evaluated.

