

## **GLYNE GAP SCHOOL**

### **CG 8 ~ INCLUSION**

#### **RATIONALE**

Inclusion is a process not a state. It is not a simple concept restricted to issues of placement. Its definition has to encompass broad notions of educational access and the recognition and celebration of pupils who have diverse needs.

1. The driving philosophy is the right of every pupil to be a part of the community. In many ways participation would be a more appropriate word to use.
2. The curriculum as offered to our pupils is inclusive and based on the principles of
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming barriers to learning
3. A great deal of work in the community, goes on throughout the school, covering areas like use of local facilities, mobility training, and vocational experience. This is covered in the PSHE, Citizenship and Careers Policy documents and so does not feature in this one. We recognise that the most effective inclusion of a child into their community actually takes place beyond school.
4. **This policy concentrates mainly on links with other educational establishments:-**
  - a) This is seen as important in that mixing with mainstream peers may help to counteract the possible disadvantages of being in a 'segregated' special school.
  - b) It is different from other community activities as it is much less in the control of the individual class teacher, and much more dependent on external circumstances.

#### **Aims of Inclusive activities**

While the priorities, and the emphasis, of inclusion may differ according to the age group and the particular needs of the pupils, there is consensus among staff, parents, and host schools, that the aims of inclusion include the following:-

1. To give Glyne Gap pupils their entitlement of joining mainstream peers.
2. To allow participation in the local community.
3. To give new social contacts and encourage development of social skills.
4. To give new experiences and opportunities for the use of new facilities.
5. To give access to a new environment.
6. To offer pupils a language rich, socially active environment, with good role models from their peers.
7. To ensure that mainstream pupils make contact with people with learning difficulties, and develop positive attitudes from an early age. ('Disability Education').
8. To offer mainstream pupils the opportunity for their own development through befriending/assisting our pupils.
9. To offer mainstream pupils the use of Glyne Gap facilities.

### **Pupils' Entitlement**

1. The school currently has a policy of aiming to achieve inclusive experiences for all pupils if possible. We endeavour to mix our pupils with pupils of their own age.
2. Unless inclusion is written into a pupil's statement, either as a 'shared placement', or as a regular visit with transport and staff support, there is technically no entitlement, and we are extremely grateful for the goodwill we receive from many local schools/colleges.
3. At FE level, students' entitlement may be perceived as use of community facilities/participation via vocational experience, and attending an establishment like a college.

### **Ways of Achieving Inclusion**

1. Inclusion takes many forms.
  - a) Nursery pupils attend Glyne Gap for two days a week and playgroup for up to 1 ½ days per week. NB: Nursery inclusion is arranged differently from the rest of the school; for details see Appendix 3.
  - b) Other pupils currently integrate as
    - whole classes
    - group
    - individualsaccording to their own needs, and what local schools can offer.
  - b) There is a marked parental and staff preference for individual or small group inclusion. However staffing, and the number of sessions which mainstream schools can offer, in fact puts constraints upon this and most pupils experience inclusion within a whole class.
2. We endeavour to arrange classes both to visit their link schools, and to receive visitors to Glyne Gap. This mixture of venues, so that each group of children sees the other in their own setting and our children act as hosts, and also experience new environments, is felt to be desirable.

### **Support for Inclusion**

The general principal in inclusion is not to provide support. By providing support we run the risk of further drawing attention to the pupil – who else in the class has got a minder? We can also create a dependency as an adult paid to support a pupil; it is very difficult to ignore the pupil. As a pupil it is much easier to use the dedicated adult than solve the problem yourself.

However there will be cases when support is absolutely necessary in these circumstances.

1. The host school will have indicated a need for support via the class teacher who has regular contact with the school.
2. Glyne Gap provides the staff support and/or the financing of transport for three (probably weekly) sessions for any pupil.
3. Class teachers are encouraged to pursue individual cases where parental or volunteer help with transport or supervision may be available and acceptable.
4. Under exceptional circumstances the support is provided until the pupil's next annual review when the situation will be appraised. If there is a continued need for support this is to be written into a pupil's statement. These needs could be 1:1 ancillary support and/or the cost of transport. In reality, these needs are unlikely to be written into statements by the county, meaning that generally only those children able to attend unaccompanied actually get included in mainstream settings.

## Organisation

1. Initial contact with link schools is made through the class teacher and subsequent links are maintained by them.
2. Preparation
  - a) Class teams prepare their own classes for visiting other schools, or receiving guests.
  - b) Glyne Gap offers all host schools a talk (by class teacher, co-ordinator, senior staff member, according to circumstances) and/or use of a video/photographic display, and/or children's booklist every time a new group of children is to be introduced to Glyne Gap. (NB: Disability Education Pack kept in staff room).
  - c) Class teachers meet/contact mainstream staff to discuss aims, needs, preliminary visits, activities etc, to the benefit of all children.
  - d) All staff from both schools discuss their own roles, with emphasis on all staff working with all children, rather than staying as two separate groups working with our children.
  - e) Adequate preparation and monitoring are available if teaching assistants or volunteers are asked to take responsibility for children at inclusion sessions.
3. Activities
  - a) a whole range of activities have been found to lend themselves to integrated sessions:-  
e.g.: music  
PE  
Soft Play (Glyne Gap)  
Trampoline (Glyne Gap)  
Dark Room (Glyne Gap)  
Art and Design  
Design & Technology and in particular Food Technology  
Swimming  
Social occasions e.g. Teddy Bears Picnic, Christmas Party, and Easter Egg Hunt  
Sessions at riding stables  
Indoor games/leisure activities – out of school hours club  
PSHE shared activities such as visits to leisure centres/local shops/cafes/ten pin bowling  
The current project which is a percussion band who rehearse weekly is both exciting and very successful.
  - b) at secondary level a number of more formal sessions have been attended by individual pupils, and these are negotiated annually according to need/availability:  
e.g.: English/Communications and in particular the Social Use of Language Programme  
Music  
Trampoline  
Art  
Drama  
Humanities  
Swimming  
Cookery  
PSHE/use of Community facilities
  - c) for most pupils, the emphasis will be on PSHE, rather than acquiring specific subject skills during a session, so e.g. attending lunch in a secondary school cafeteria can be a worthwhile experience.

- d) unstructured sessions like ‘on the playground’ or very ambitious sessions where the mainstream pupils have to give all their attention to the lesson content, rather than to our pupils, have been found to be less useful.
4. The Deputy Head supports inclusion by:
- a) Considering the bids made by the class teacher for ancillary support.
  - b) Exploring new links as they are needed.
  - c) Discussing developments and offer support if the need arises.
  - d) Keeping a record of, and monitoring all inclusion activities.
  - e) Maintaining formal contact with link schools. E.g. thank you letters, Christmas cards, invitations to whole school events.
  - f) Offering to contact/visit each current link school termly to ascertain that no problems are arising, if the class teacher wishes this.
5. Useful resources for preparing and maintaining contact:
- a) school video – suitable for pupils to see
  - b) a few basic pupils’ books concerning disability
  - c) disability booklist
  - d) ZigZag books/ROAs
  - e) Named photos of children who will be attending the mainstream school
  - f) Brief talk which teachers can give about their own class before linking with new children
  - g) Glyne Gap leaflet
6. Neighbourhood Inclusion
- a) We feel that all pupils for whom it is appropriate should be entitled to participate in activities at their own local school, rather than just at school(s) local to Glyne Gap.
  - b) Class teachers make the necessary arrangements in consultation with parents and the Head or Deputy.

#### Maintenance of contact between schools

1. All staff involved in inclusion are encouraged to explore ways of extending it. Possible ideas have included:
  - a) joint outings
  - b) joint items at assemblies/concerts
  - c) joint sleepovers
2. The Deputy Head will ensure that link schools are invited to whole school activities and celebrations.
3. Staff are encouraged to avail themselves of volunteer and/or parental help to assist with transport for such combined activities.

#### Benefits to Pupils

1. Glyne Gap pupils:
  - a) while emphasis will differ depending upon age/need, staff and parents perceive benefits to be:
    - (i) making new friends
    - (ii) meeting new adults
    - (iii) coping with a new and often challenging environment

- (iv) having new, stimulating experiences
- (v) transferring existing skills to a new environment
- (vi) learning to be flexible/adaptable
- (vii) gaining opportunities to develop appropriate behaviour through good role models and social interaction.

- b) These benefits may appear to be ‘merely’ social, but we hold firmly to the view that there is considerable educational benefit in terms of communication and socialization.
- c) For a minority of (possibly older) pupils, there may be the benefit of using specialist teaching/resources to develop specific skills in particular areas e.g. Technology, Music, and PE (normally, we would not expect pupils to be able to work at the same level as their mainstream peers: if they could, they would be incorrectly placed at Glyne Gap).
- d) CEAVAC courses. Day attendance at college.

2. Mainstream pupils:

We receive very positive feedback from schools (and through them from the pupils themselves and their parents). They perceive the benefits to be:

- a) enjoyment
- b) new friendships
- c) increase in our self esteem
- d) development of positive attitudes and understanding re disability
- e) use of new resources e.g. softplay

Recording and Reporting

- 1. Inclusion records feature in IEP evaluations, ZigZag books, ROAs, and Annual Reports.
- 2. Where appropriate staff report on activities in the Home/School book.
- 3. Staff are encouraged where appropriate to record a pupil’s actual level of participation/socialization/benefit, as well as the mere fact of being present at a session.
- 4. Where feasible and appropriate, staff from host schools are involved in recording e.g. writing a section for a report on a child’s neighbourhood inclusion; signing a validation certificate for a senior student’s ROA.
- 5. A school record is kept of all link schools, and of all pupils going out to neighbourhood inclusion and this is updated each term by class teachers, and collated by the Deputy Head.

Inclusion beyond school

- 1. We recognise that the most effective inclusion of a child into their community, actually takes place outside school.
- 2. In a number of ways, the school seeks to promote and encourage this:
  - a) the Family and Personal Advisor will endeavour to keep a list of clubs/societies etc which welcome children with disabilities.
  - b) at Annual reviews, where appropriate, parents are encouraged and supported in seeking local leisure activities for their children.
  - c) in the Junior years an assessment regarding local leisure facilities with a recommendation to parents, is an entitlement under the Teaching and Learning Policy.

### Evaluation

1. Evaluation is ongoing, as pupils' needs change, or opportunities in other schools change.
2. Class teachers are encouraged to evaluate their practice with mainstream staff, so far as time allows.
3. Periodically the Deputy Head initiates either individual or group discussions on integration to evaluate practice/identify problems.
4. Inclusive activities are discussed with parents at Annual Reviews.

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## **Appendix 1**

### **Criteria for Ancillary Support for Inclusion**

1. Severe medical condition requiring frequent/trained intervention.
2. Identified social/emotional problems which existing staff could not reasonably be expected to take on.
3. Physical difficulties requiring handling/equipment.

## **Appendix 2**

### **Governors Conditions for Funding Ancillary Support for Inclusion**

#### **Nursery/Playgroup Placements**

1. Funding does not cover cost of the place – that will be met by parents.
2. We would not expect the session payment to cover more than three hours support time.
3. Funding will cover up to three absences (due to illness or hospital appointment) in any term. Funding will cease automatically at the end of the term that the child is five.

#### **Whole School**

1. Funding will cover sessions in term time only (not in major holidays or half terms).
2. Support will be reviewed every six months. Decisions to cease funding will be taken by the Deputy Head. The Headteacher and Governors will consider any appeals.

## **Appendix 3**

### **Nursery Inclusion**

- (i) The school negotiates with parents of all children in the Nursery that they shall attend a local Playgroup/Nursery, for up to 2 sessions a week (6 hours). Funding is available for ancillary support if this is considered necessary.

There follows:

- a) Criteria for deciding ancillary support is necessary.
- b) Governors' conditions for funding ancillary support.
- c) Copy of letter sent to playgroup/nursery organisers when funding for ancillary support is to be offered.

### Appendix 3

(ii)

Dear <playgroup/nursery organiser>

**Glyne Gap School Funding for Playgroup/Nursery sessions**  
**Pupil's Name, dob, Address**

Following the recommendations of Bridget Baker, Nursery Teacher at Glyne Gap School, I can confirm that the school will fund <number> sessions of ancillary support to help <name> gain the full benefit of <his/her> placement with you.

The school will pay the current session rate paid to your nursery workers, not exceeding ESCC current Ancillary Assistant rate, payable monthly in arrears on receipt of an invoice from you.

I attach for information the governors' conditions on funding ancillary support in nursery/playgroup placements.

May I take this opportunity of thanking you for your support in including children with disabilities in your group. It is good to know you share our belief that all children, whatever their differences, benefit from living and learning together.

Yours sincerely,

John Hassell  
Headteacher