



1. INTRODUCTION

This policy document is a working document, which reflects the ethos and practice within the school in relation to Inclusion. It has been written with due regard to the requirements of the Statutory code of practice on the duty to promote race equality A GUIDE FOR SCHOOLS, the SENDA and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The Inclusion coordinator: Matthew Britton

The role of the co-ordinator: *See Appendix I Inclusion Coordinator Job Description*

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

The guiding principle that informs this policy is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Molescroft Primary School believes that:

- Everyone has the right to education.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.
- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
- Every child has unique characteristics, interests, abilities and learning needs;
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;
- Those with special needs must have access to mainstream schools which should accommodate them within a child centred pedagogy capable of meeting their needs;
- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost – effectiveness of the entire education system.
- An inclusive school needs: visionary leadership, collaboration, refocused use of assessment, support for staff and pupils, appropriate funding, effective parental

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and pupil involvement, use of effective programme models and classroom practices.

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills,
- Providing a broad, balanced and relevant curriculum,
- Using flexible and responsive teaching and learning styles,
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society,
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. (including Vulnerable groups) These groups include:

- Pupil premium children (FSM, LAC, Forces)
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who are Gifted and Talented
- Pupils who are or were Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with disabilities.
- Pupils with special behavioural or emotional needs

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment
- Promoting diversity in all that we do.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils,
- Providing high quality pastoral care, support and guidance,
- Safeguarding the health, safety and welfare of pupils,
- Listening and responding to the concerns of children and parents,
- Taking care to balance the needs of all members of the school community,
- Operating a fair and consistent good behaviour and anti-bullying policy.

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We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?
- Do we listen to our pupils' views and opinions?

We ensure that the needs of all vulnerable groups are catered for, monitored and our provision is evaluated on a regular basis.

- Have we identified the vulnerable groups within the school?
- Do we regularly review our identified vulnerable groups?
- Do we monitor the success of interventions put in place to support vulnerable groups?
- Do we listen to the opinions of children identified as being in a vulnerable group?

3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to Inclusion.

The Inclusion Coordinator should Please see job description – Appendix 1

The Class Teacher should put this policy into action on a day to day basis.

4. PRACTICE

Molescroft Primary School already provides for the additional needs of disabled pupils who have special educational needs (SEND).

Schools are required to plan for:

- **Increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

That class placement with age peers is affirmed as the preferred option for students with disabilities, with emphasis on the identification of appropriate and equitable learning and social outcomes. Whole-school programs and practices should be identified that include students with disabilities in the full range of school activities and provide effective social outcomes for all students

- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access

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education.

- **Improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and are made available within a reasonable time frame.

As well as disabled pupils this policy will include those who:

- have challenging behaviours (including those associated with learning difficulties);
- are violent or abusive;
- are known persistently to bully others;
- have been excluded or are at risk of exclusion;
- have an ECHP for emotional or behavioural difficulties;
- have committed criminal offences or have been referred to the Youth Justice System;
- are absent without authorisation;
- are involved with drug or alcohol misuse;
- are diagnosed as suffering from a complex mental health need;
- are schools refusers;
- are withdrawn or emotionally vulnerable;
- are children from a minority ethnic, cultural or religious background;
- are traveller children;
- are young carers;
- display racist attitudes and actions;
- are identified as having SEND);
- come from a family background with significant emotional or social need;
- are children in public care or referred to as 'Looked After';
- have a significant history of trauma, such as refugees;
- are victims of bullying or racism;
- are pregnant;
- act as prime carers;
- suffer from domestic violence;
- have undiagnosed medical needs;
- have unidentified, social or education needs.

KEY POLICIES:

The following key policies are fundamental to the implementation of this policy:

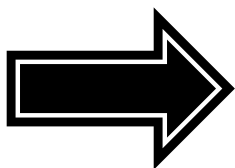
- Admissions
- Good Behaviour and Anti-Bullying
- Health and Safety
- Curriculum Planning

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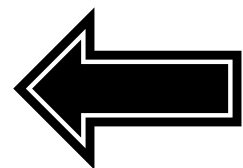
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- Assessment, Recording, Reporting and Target Setting
- Effective Teaching and Learning
- SEND
- Talented Pupils
- Child Protection
- Equal Opportunities (incl Race Equality)
- PSHCE
- Medical and Medicines
- Relationships, Sex and Health Education
- Health and Drugs Education
- Equality Policy
- Race Equality Policy
- Disability Equality Scheme
- English as an Additional Language
- All Safeguarding and Child Protection Policies and Procedures



Anyone writing or updating any policy needs to refer to this policy to ensure that all policies are inclusive.



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5. A SUMMARY OF THE LEGISLATIVE FRAMEWORK

Universal Declaration of Human Rights Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948	Article 26 http://www.geocities.com/amnesty365/declaration.html
THE SALAMANCA STATEMENT AND FRAMEWORK FOR ACTION ON SPECIAL NEEDS EDUCATION WORLD CONFERENCE ON SPECIAL NEEDS EDUCATION: ACCESS AND QUALITY Salamanca, Spain, 7-10 June 1994	http://www.unesco.org/education/educprog/sne/files_pdf/framew_e.pdf
World Declaration on Education For All	http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml
Education Act 1944	The majority of children requiring special educational treatment would be in mainstream schools. http://perso.wanadoo.fr/gibaud/tetvc/backgd/legislation.htm
Warnock Report DFES 1978	Argued for integration http://www.liv.ac.uk/education/inced/sen/bk2p1.html
Education Act 1981	Integrated mainstream education http://perso.wanadoo.fr/gibaud/tetvc/backgd/legislation.htm
Education Reform Act 1988	Concept of “Entitlement for All” http://www.hmsso.gov.uk/acts/acts1988/Ukpga_19880040_en_1.htm
SEN and Disability Act 2001 (SENDA)	Improve educational choice & opportunity for disabled children and children with SEN. Schools have an anticipatory duty to consider the needs of all their pupils, current and future. Requires that a child who has SEN and a statement must be educated in a mainstream school unless this would be incompatible with: The wishes of the parents, or The provision of efficient education of other children. http://www.hmsso.gov.uk/acts/acts2001/20010010.htm
DDA Accessible Schools – This document summarises the guidance provided in ‘Accessible Schools: Planning to increase access to schools for disabled pupils’	http://www.dfes.gov.uk/sen/documents/DDA_ACCESSIBLE_SCHOOLS.doc
The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000	http://www.homeoffice.gov.uk/comrace/race/raceact/index.html
The DES circular 1181 paragraph 5	Details that the LEA duty extends to all children residing in their area whether permanently or temporarily.
The Equality Act 2010	A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. http://www.equalityhumanrights.com/legal-and-policy/key-legislatures/equality-act-2010/what-is-the-equality-act



7. COMPLAINT PROCEDURES

Any complaint that refers to this policy should be referred to the Head teacher. Only if the Head Teacher is unable to resolve the complaint or the complainant is unwilling to contact the Head Teacher should the complainant invoke more formal procedures by contacting the Chair of Governors. A copy of the complaints procedure is available on the school website.

In addition to the above, The Secretary of State can intervene where an LA or school is not complying with the planning duty and can direct an LA or school to do so.

8. INSET

The Inclusion coordinator will attend courses organised by the Inclusion advisers and inspectors in the County. The Inclusion coordinator will deliver INSET on changes to National and East Riding and School policy.

9. LIAISON WITH OTHER SCHOOLS

Liaison between feeder settings and the Foundation Stage team at Molescroft takes place before each intake to ensure all needs are catered for.

Year 6 staff liaise with secondary schools to help ensure a smooth transition for all children.

APPENDICES



I. COORDINATOR'S JOB DESCRIPTION

Molescroft Primary School

Name: Matthew Britton

Date: May 2024

Post Held: Inclusion Co-ordinator

1: To monitor and evaluate practice by aiming to:

- a) Be aware of our current classroom practice and evaluate this against school aims and values.
- b) Discuss needs and concerns with colleagues.
- c) Look at Inclusion Policy in the light of the National Curriculum and all other relevant documentation and legislation.
- d) Keep the Headteacher aware of Inclusion standards achieved.

2: To evaluate Inclusive practise through negotiation and agreement with colleagues by:

- a) Carrying out an Inclusion audit.
- b) Liaising with the SENDCo

3: To support other members of staff by aiming to:

- a) Demonstrate good practice, commitment and enthusiasm.
- b) Be involved in INSET and organising INSET for colleagues.
- c) Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
- d) Advocate the importance of Inclusion and maintain its profile as detailed in the School Development Plan.

4: Communicating school policies and practice by:

- a) Writing and reviewing Inclusion policy in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
- b) Liaising with other Co-ordinators in the writing and reviewing of policies.

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- c) Talking to parents about school policies and practices, in particular the area one co-ordinates.
- d) Talking to Governors about school policies and practices in particular the area one co-ordinates. Introducing Governors to policies as appropriate at Governors Meetings and through liaison groups and working parties.
- e) Preparing the necessary documentation for talking to Inspectors during an Inspection Period
- f) To keep up to date with developments in Inclusion.

To whom responsible:

The Headteacher has the overall delegated responsibility of the school and as such you are responsible directly to him. However as Inclusion Co-ordinator one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.

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II. INCLUSION CHECKLIST

Identifying Barriers to Access: A Checklist.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school. This list should help you identify barriers to access that exist in schools.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		

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Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

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Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		



III. GLOSSARY

Accountability

Recent developments require schools to be accountable to the communities they serve and to parents. Accountability requires educators to be open in explaining their aims.

Adjudicators

Appointments by the Secretary of State to settle any matters required under the School Standards and Framework Act 1998 including admission arrangements.

Admissions Policy

Policy of the LEA or Governors on admissions to a school. See also Parental Choice, Enrolment, and Open Enrolment

Assessment

Checking how well a process works or the progress made by a pupil.

Attainment Targets

The National Curriculum sets standards of achievement in each subject for pupils' attainment. Each target is graded into 8 levels and pupils climb the levels as they grow older.

Baseline Assessment

The assessment of a child's aptitude and ability as he/she starts compulsory schooling (age 4 - 5)

Basic Curriculum

For pupils aged 5 - 16 the "basic curriculum" is the National Curriculum and Religious Education.

Basic Skills

Reading, writing and arithmetic.

Behaviour Support Plan

Requirement on LEAs to prepare and review statements of their arrangements for the education of children with behaviour difficulties.

Bench marking

Indicates a certain kind of statement which is easily recognisable.

Block Timetabling

Arrangement whereby a number of classes/forms take a subject simultaneously.

Child Protection Register

A central register maintained by a social services department which lists children in an area who are considered to be suffering from, or likely to suffer from, harm and for whom there is a child protection plan.

Circle Time

Provides structure and a process whereby self-esteem can be raised in a school.

Code of Practice

The way to carry something through. The expression is commonly used to refer to the specific Code of Practice giving guidance to schools and LEAs on the implementation of the

Special Needs requirements of the Education Act 1996.

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Compensatory Education

Programme to help to reduce the intellectual and other handicaps for children growing up in deprived circumstances.

Continuity

The curriculum continues from one year to the next even when teachers change or pupils move to another school.

Continuous Assessment

A method of assessment based on selected pieces of work done during the course rather than a final examination.

Core Curriculum

The group of subjects (English, Maths and Science) considered to be essential to a pupil's education and therefore studied by all pupils (see Options).

Cross Curricular

A piece of work that involves more than one curriculum subject eg, art and history.

Curriculum

The sum of all the experiences to which a child is exposed at school, both inside and outside the classroom.

Development Plan

A plan for all educational facilities maintained by a LEA, both existing and proposed. Must be revised every five years and submitted to the Secretary of State for approval. Schools should also have development plans agreed by head, staff and governors.

DfE

Department for Education and Employment. The central government department responsible for national education policy, planning and finance.

Differentiation

The organisation of teaching programmes and methods specifically to suit the age ability and aptitudes of individual children.

Disapplication

A term used to indicate that National Curriculum requirements may not apply to a pupil.

Dyslexia

Used to describe the specific learning disorder of children who have difficulty in acquiring reading, spelling, writing and numeracy skills. Sometimes called Word Blindness.

EBD

Emotional and behavioural disorders. Includes both neurotic and anti-social behaviour. Replaces the term Maladjustment

Equal Opportunities

The promotion of equal opportunities for all pupils and employees irrespective of sex, ethnic origin, special education need, etc (Monitored by the Equal Opportunity Commission).

Educational Psychologists

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Carry out psychological assessments and work with individual children to improve learning and behaviour. They also have a consultative role with a range of adults, mainly parents and teachers. Frequently work with the staff of a school to bring long term benefit to many pupils and also provide specialist support in the area of special educational needs.

Ethnic Minority Achievement

EMTAG

The Ethnic Minority and Traveller Achievement Grant is a grant from the DfE which is given to local authorities to help address the needs of ethnic minority pupils.

Ethos

Spirit - Atmosphere - Philosophy - Attitude.

Evaluation

Assessing how well a plan or project has gone, once it has been completed.

EWO

Education Welfare Officer. Employed to help pupils and parents where there are problems, particularly regarding attendance. A valuable link between school and home.

Exclusion

Articles of Government allow Headteachers to exclude pupils from school for serious breaches of discipline. Exclusions may be for a fixed period or permanent.

Graded Tests

Taken by pupils at a certain stage of proficiency rather than on a final examination basis, notably in instrumental music courses and increasingly foreign languages courses.

Group Teaching

Grouping according to age is of three main kinds:

(i)

"Horizontal" grouping, in which pupils of the same age group are taught together

(ii)

"Vertical (or Family) grouping, in which classes contain children of different age groups

(iii)

"Transitional" grouping, in which the grouping in the class is partly horizontal and partly vertical.

Hidden Curriculum

All the things a school teaches which are not written down as the formal curriculum, e.g. caring attitudes

HMI

Her Majesty's Inspectors (of Schools and Colleges). The main functions of HMI are to report to the Secretary of State on the health of the education service and to provide discussion documents on the curriculum.

Homework

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School-directed work undertaken at home. Many schools have a homework policy statement.

Home-School Agreements

Non-binding documents setting out respective rights and responsibilities of parents and schools to be drawn up by the governing body under the 1998 Act.

Humanities

Studies dealing with people as the central concern, eg literature, history, religious education and social studies. Geography links the humanities and sciences.

Inclusion

Educating all children, including those with special educational needs, in mainstream schools.

Individual Education Plan

A set of short-term learning targets set down for a child with special educational needs - a practice sometimes extended to other children.

Information and Communication Technology (ICT)

The acquisition, production, transformation, storage and transmission of data by electronic means in vocal, pictorial, textual or numeric forms, so as to facilitate interaction between people and between people and machines.

Information for Parents

The Education Acts require LAs and schools to publish certain information, e.g. admission policies and examination results.

"In Loco Parentis"

Literally, "in place of a parent". It is usually interpreted as meaning that a teacher must act towards a pupil as a "reasonable" parent could be expected to act.

INSET

In-Service Education and Training. Courses and other activities for practising teachers run

by LEAs, the DfE or other organisations, and designed to improve the quality of teaching and learning. Schools currently have 5 days per annum for INSET.

Integration

Normally refers to the education, in ordinary schools, of children with special needs. It also refers to the opportunities given to pupils of special schools to mix and learn with children of

the same age in mainstream schools.

Key Stages

The 4 stages of pupils' progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each stage. Key Stage 1 covers pupils between ages of 4 and 7, Key Stage 2 ages 7 to 11, Key Stage 3 ages 11 to 14 and Key Stage 4 ages 14 to 16.

Mainstream Schools

Schools other than special schools

Mandatory

Compulsory - The LA/ School is required to do something.

Mixed Ability



A teaching group in which children of all abilities are taught together. The usual way of arranging pupils in primary schools, and in the early years of some secondary schools.

Monitoring

The ongoing assessment of work, expenditure or achievement.

Multi Disciplinary

Two or more professionals trained in different specialisms, consulting together to provide support, help and advice on a pupil or issue.

National Curriculum

Established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs. Three "core" and seven "foundation"

subjects, together with nationally agreed attainment targets and assessment arrangements.

NFER

National Foundation for Educational Research. Independent research organisation. Publishes

standardised tests which are widely used for assessing pupils' progress in school.

Non-teaching Staff

Members of the school staff employed to provide services in a school but not to teach. Includes schools secretaries, cleaners, laboratory technicians, etc (also known as ancillary or support staff).

OFSTED

Office for Standards in Education. The body set up to administer and oversee the arrangements for the inspection of schools.

Parental Preference

The 1980 Act gives parents the right to express a preference for the school they would like their child to attend. They are not, however, guaranteed a place at their preferred school.

Pastoral Care

A school's arrangement for monitoring and advising pupils on their personal, career and academic development.

Peripatetic Teacher

Teacher employed to teach in a number of schools, usually to give specialist instruction of some kind, e.g. in music.

PI

Performance Indicators: measures of success.

Progression

Pupils moving forward in a logical fashion in their work

Pupil Profiles

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A form of evaluation designed to provide a more extensive statement about pupils' performance and achievements than examination results (See also Record of Achievement).

Reading Age

A pupil's ability to read at a given age can be tested and compared with the average reading ability of other children of that age. This comparison produces a 'Reading Age'.

Reception Class

The class in the infant or primary school to which children starting school for the first time are admitted.

SATs

Standard Assessment Tasks - The principal means of testing children for KS1 (7 years), KS2 (11 years) and KS 3 (14 years).

SEND

Special Educational Needs. A learning difficulty for which special educational provision has to be made. This may be because a pupil has much greater difficulty in learning than the majority of children of that age or has a physical disability. Governors have a duty to help to identify and provide for SEN pupils.

SENDCO

SEND Co-ordinator - member of staff responsible for SEND provision.

Special School

A school for children whose special educational needs cannot be met within a mainstream school.

Streaming

A form of school organisation where children are placed, according to their ability, into groups in which they stay for virtually all their work.

Suspension

See Exclusion



IV. USEFUL PUBLICATIONS

Further reading

The materials listed below may provide further support for teaching pupils with learning difficulties.

DfES/QCA, *Curriculum guidance for the foundation stage*, QCA, London, 2000

DfES/QCA, *Supporting the target setting process*, DfES, London, 1998

DfES/QCA, *The National Curriculum: Handbook for primary teachers in England*, HMSO, London, 1999

SCAA, *Planning the curriculum at key stages 1 and 2*, SCAA, London, 1995

QCA, *Maintaining breadth and balance at key stages 1 and 2*, QCA, London, 1998

These materials will help to develop an understanding of what Inclusion means:

Stephanie Lorenz, *First Steps in Inclusion: a handbook for parents, teachers, governors and LEAs*, David Fulton Publishers, London, 2002

These materials enable parents / carers to access school / psychological reports:

Stephanie Lorenz, *Psychobabble, A parent's guide to psychological reports*, 1998

These materials will enable School Governors to understand their role:

A Guide to the Law for School Governors – Community Schools: DFEE ISBN 1 84185 176 0



V. ROLE OF GOVERNING BODY

The role of The Governing Body is defined in “A Guide to the Law for School Governors – Community Schools” DFEE ISBN 1 84185 176 0