

Inclusion Position Statement

Firpark Secondary School – School Protocols

Rationale

This inclusion statement needs to be seen as the overarching set of principles which guides our approaches and policies on Literacy across the Curriculum; Numeracy across the Curriculum, Health and wellbeing; Promoting Positive Behaviour; Equalities; Personal Learning Planning; Pupil support; Alternative and Augmentative Communication and Pupil attendance.

We believe that these are the cornerstones of inclusive practice within Firpark Secondary School.

All staff need to work together towards inclusion rather than integration. With integration, the child fits into the school. With inclusion, the school adjusts to meet the needs of the child.

Aims

We want all children and young people in Firpark Secondary School to be safe; nurtured; healthy; achieving; respected; responsible; active and included. To ensure this, children and young people need to be supported to become confident individuals, effective contributors, successful learners and responsible citizens.

- We aim to provide a relevant, individualised curriculum which stimulates the pupils to reach their educational potential.
- We seek to meet the needs of all our pupils through the partnership of home and community.
- We promote a culture where achievement is recognised and celebrated.

To make this possible all our pupils need to have different opportunities and experiences based around the Scottish Government's vision and aims, to ensure we "get it right for every child" (GIRFEC)

Procedure

An inclusive curriculum must provide a set of learning experiences for all pupils which reflects their individual needs and aspirations. This may involve interagency planning to provide individualised programmes.

We have a clear system of pupil support, universal, targeted and intensive. All staff are aware of the system and how to access it.

Responsibilities

SMT

The SMT has a systematic approach to monitoring learning and teaching and the responses of the pupils to the teaching and learning they are experiencing.

All of the pupils have a Plan which contains a profile, factors relating to additional support needs, literacy, numeracy and health and wellbeing targets.

Teachers

- Provide direct and interactive teaching, well-paced and appropriately challenging.
- Involve pupils in decisions affecting their learning.
- Provide experiences for pupils to learn in different ways and to exercise a degree of choice and independence in their learning.
- Co-operative and team teaching, socially mixed groups.
- Ensure pupils are aware of the learning intention and the relevance of the learning intention.
- Sustained communication with parents about their children's development.
- Good relationships between staff and pupils.

Shared responsibility among teachers and others for pastoral care and attention to the social, physical and emotional development of pupils

ASNAS

Many of our pupils require highly individualised support within the classroom. Additional Support Needs Assistants provide planned group and individual support to pupils with barriers to learning.

Pupils

All pupils have a personal learning plan which is individualised to their stage and ability. Pupils have personal learning planning timetabled Monday to Thursday. This time is used to monitor learning ensure that pupils have a voice in how their learning is progressing.

External Agencies

The school works with a number of external agencies. To provide support within the classroom support is provided by:

- Speech and Language therapy

- Psychological service
- Visual Impairment Unit
- Health Service (Nursing)

Support with Educational and Social issues is provided in partnership with:

- Social Work Department
- CAHMS

Support in matters relating to Employability is provided in partnership with:

- Social Work Transition Team
- Skills Development Scotland
- ENABLE
- New College Lanarkshire
- Oatridge College
- LAGTA
- Supported Employment

Our practice in working with external agencies should

- Provide planned opportunities for pupils to work with staff and other adults out with the formal curriculum.
- Good recording and reporting at transitions.
- Share clarity of purpose between different professionals
- Provide opportunities for staged intervention to provide support for pupils

Working with parents

We make considerable efforts to communicate with parents.

- We ensure that parents have regular opportunities to come to the school and discuss their child's progress with the teaching staff.
- We invest a lot of time in ensuring a smooth transition from primary to secondary school.
- We involve parents in decision making around the transition from the Broad and General Education to the Senior Phase.
- We involve parents in all senior phase transition meetings.

Monitor and Evaluation

This position statement will be reviewed on an annual basis

Supporting Documents

