

Inclusion at Nelson Primary School

Special Educational Needs

At Nelson Primary School we have an ethos of equal opportunities and inclusion which is embraced through our staffing policies and relationships with parents, carers and the community. We believe that **all** children have a common entitlement to an accessible, broad and balanced curriculum in which they are fully included in all aspects of school life. We believe that every child should be equally valued and we strive to eliminate prejudice and discrimination and to develop an environment where children have the opportunity to flourish and feel safe. We value the rich diversity of the local neighbourhood and encourage and welcome parents and carers to work with us in providing an education for their children. We aim to engender a sense of community and belonging by responding to learners in ways which take account of their varied life experiences, as well as group and individual needs. We believe that inclusion in education is achieved through equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment or background.

A range of needs

Nelson Primary School has resource provision for children with severe and specific speech and language disorders. We also welcome children with a range of other needs including hearing impairment, visual impairment, Autistic Spectrum Disorder and Downs syndrome. We have strong links with outside agencies and receive ongoing training, support and advice with regard to all areas of special educational needs. We have a number of children in our school who receive additional support through High Needs Funding as well as two places per year group allocated to our resource provision for children with severe and specific language impairments. As well as Annual Reviews for these children, we organise annual coffee mornings/afternoons for their parents.

Strategic Information

Nelson Primary School is committed to inclusion. An element of the school's strategic planning for improvement is to develop policies and practices which are culturally and educationally inclusive. We carefully track all pupils in order that their needs are identified as quickly as possible. Individual children giving cause for concern are discussed at pupil progress meetings attended by Assistant Headteachers and Inclusion Managers, in order to decide on the right course of action or intervention needed to address the children's needs.

Support

We currently have three Pastoral Support Workers who support children with emotional needs and run nurture groups for vulnerable children as well as therapeutic story groups. We also have an Teaching Assistant in each class, as well as a number of Teaching Assistants who support children with special educational needs. A number of our Teaching Assistants also run intervention groups. We have a sensory room on site and we take groups of pupils to a local soft play facility. We also take groups of children with special educational needs horse-riding. We have a range of after-school clubs as well as Extended School Provision and we organise a variety of school visits throughout the school year, as well as a Year 6 residential visit to Fairplay House. Children with special educational needs are provided with support in order to attend clubs and visits alongside their peers.

Able, Gifted and Talented

Nelson Primary school aims to promote the learning, achievement and skills of children who have been assessed as being able, gifted and talented, whether academically or otherwise. We believe that quality first teaching is key to providing the challenge necessary to develop the skills of children who are academically 'gifted' and regular assessments of *all* children helps us to identify children's next steps for learning. Outside the classroom children participate in a range of activities, projects and clubs which provide opportunities for children who we feel are 'talented' in order to further develop their skills.

For further information contact Ann Thorne or Deena Osborne who are Assistant Heads of Inclusion.