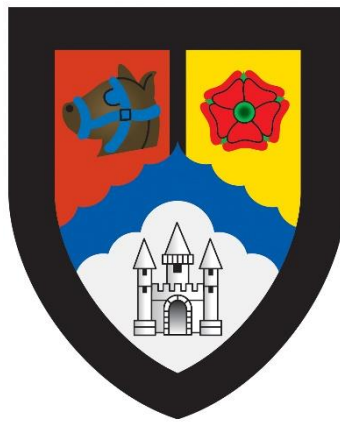


# Castlehill Primary School and ELR



## **Inclusion Position Statement**

### **Castlehill Primary School and Enhanced Learning Resource (ELR)**

Castlehill's Inclusion Position Statement reflects and incorporates requirements of key legislation, national policy and practice guidance in line with East Dunbartonshire's Including Every Learner Policy.

### **Background - Enhanced Learning Resource**

The ELR is a Tier 2 educational setting in East Dunbartonshire. Children who attend the ELR have a range of additional support needs which mean that they benefit from a small class within a mainstream school. It is expected that the children who attend the ELR would benefit from accessing mainstream experiences. These experiences will be dependent on the individual needs of each learner.

### **Rationale**

At Castlehill we accept difference. As a Gold Rights Respecting School children, staff and parents value diversity, children's rights and sustainability. Expectations for staff, pupils and parents are high assuming mutual respect for all. We respect and celebrate the diversity of our school community, where everyone feels welcome, secure and valued. We seek to identify and support barriers to learning and participation which may prevent some learners from participating fully in school life and to give appropriate support for those who need it. We aim to provide an inclusive environment for all, where learners can realise their full potential in a safe, nurturing environment.

### **Our Aims**

- Staff, parents and pupils across the Castlehill community have a clear understanding of meaningful inclusion.
- Staff work and plan together confidently and effectively to ensure that ELR pupils experience high quality, inclusive experiences where appropriate and seek support where necessary.
- Parents are consulted on the planning for and review of inclusion for ELR pupils.

### **Planning for Inclusion**

Time is allocated for all staff should meet termly with their CfE level partners to discuss and explore the following:

- Planned learning for the term ahead;
- Share good practice, especially high quality approaches to differentiation;
- Opportunities for team teaching and/or joint planned themes/activities;
- Strengths and needs of individuals within the ELR;
- Appropriate curricular and/or social experiences that ELR children would benefit from;
- Particular targets within an individual's support plan that are best addressed within mainstream.

Where inclusion is planned, all staff should have a clear and shared understanding of expectations and levels of support required. Children may begin their mainstream inclusion journey with very short periods of time being spent in their mainstream class, supported by either an ELR teacher or ELR Support for Learning Assistant. It is important however that these experiences should remain dynamic,

allowing children to build on their successes at a pace that is right for them. All changes to inclusion should be discussed with the pupil, parents, staff and senior leadership team (SLT).

### **Examples of Good Practice**

- Planning and implementing of joint topic;
- Team teaching or splitting class in half with half taken by mainstream teacher and other half with ELR teacher;
- Mainstream staff spending time in ELR classes to observe or team teach;
- Inviting mainstream children into ELR classes to work, play and develop friendships;
- ELR pupils participating in after school activities with mainstream peers;
- ELR pupils participating in whole school events e.g. assemblies, Sports Day, school shows;
- ELR pupils participating in small group activities i.e. Family Time, Fun 31 and School Groups;
- Mainstream class environments are prepared in advance to support inclusion experiences.

### **Potential Barriers to Successful Inclusion**

- Difference in routine and expectations between mainstream and ELR
- Lack of support staff due to recruitment challenges or absence.
- Timetabling, resulting in a reduction in flexibility of teaching.
- An increase in the number of mainstream children with ASN.
- Classroom layout, need for extra chairs/tables to ensure everyone has their own.
- Building relationships between staff and pupils.
- Disruption to established routines e.g. holidays, outings.

### **Reporting**

Where ELR children are spending a significant amount of time in mainstream, parents should be offered time with both ELR and mainstream teachers at Parent consultation session.