

Bishopswood School
and
Sonning Common
Primary School

**POLICY
STATEMENT
ON
JOINT
INTEGRATION**

Policy 26 Version 2

POLICY STATEMENT ON JOINT INTEGRATION OF BISHOPSWOOD SCHOOL AND SONNING COMMON PRIMARY SCHOOL

AIM

"Joint participation in educational activities" (Warnock,1978) and as much social interaction as possible is the aim for both Sonning Common Primary and Bishopswood Schools.

INTRODUCTION

Sonning Common Primary School and Bishopswood School believe that, by offering a Joint Integration Policy, they serve the whole community. Families are not disrupted and are able to feel part of the whole community. Integration enhances the education of all children as they learn from each other.

We believe that the experience of integration helps children to learn about each other's needs at first hand and may create a greater insight and more profound perception for the Sonning Common community.

The implementation of this policy enables staff to benefit from working with each other, allows a more efficient use of expensive resources and encourages the fulfillment of the Equal Opportunities Policy.

PRINCIPLES

Locational integration

The two schools share the same site, there are no physical boundaries between them.

Social integration

All children share playtimes and most children eat in the dining room, the exceptions being Bishopswood children who have particular need of a quiet or sheltered environment to be able to eat.

Functional integration

Learning together must be arranged on an individual basis for Bishopswood children to join the primary school classes or activities and for Sonning Common children to go into Bishopswood classes.

Careful consideration of the composition of the receiving mainstream class is very important, with a guiding principle that the integration of the child should not interfere with the running of the class.

The choice of curriculum areas for individual integration must be based on full assessment of individual pupil's needs and abilities including their emotional and social needs.

Individuals or small groups of mainstream children may join Bishopswood classes for specific activities where the children learn together (Makaton signing, movement, structured play situations).

ROLE OF THE SCHOOL GOVERNORS

It has been agreed that:

- ❖ A governor from each school will have special responsibility for integration and the promotion and updating of this policy
- ❖ Governors will meet regularly to discuss matters of mutual interest
- ❖ Governors may have regard to this policy when appointing new members of staff

ROLE OF THE SENIOR MANAGEMENT

The senior management includes head and deputy of each school and the Bishopswood team leader.

They will:

- ❖ promote this policy and encourage new members of staff to become actively involved in integration
- ❖ facilitate the regular meetings between class teachers and team leaders
- ❖ facilitate the attendance of mainstream teachers at Annual Reviews
- ❖ arrange for newly appointed staff to experience integration and support in-service training where necessary
- ❖ consider integration when deciding on class structures and sizes
- ❖ support staff involved in integration and disseminate successes and concerns within the two schools
- ❖ arrange joint staff meetings on occasions
- ❖ facilitate opportunities for the Bishopswood team leader to talk to mainstream classes

The Bishopswood team leader and mainstream S.E.N.Co will meet monthly and have an overview of all matters relating to integration. Minutes will be kept and copies given to both headteachers.

ROLE OF THE BISHOPSWOOD CLASS TEACHER

The teacher will:

- ❖ assess child's readiness for integration
- ❖ liaise with Bishopswood team leader and SCCPS Senco to place child
- ❖ draw up an outline plan including support levels and criteria for individual placement
- ❖ discuss the plan with the child's parents
- ❖ ensure regular assessment and planning meetings with SCPS teacher and keep written records
- ❖ act as the first point of contact for parents with concerns about their child's integration
- ❖ differentiate work to be completed in mainstream class
- ❖ liaise with LSAs including reading and monitoring LSA reports
- ❖ inform parents of any significant developments
- ❖ liaise regularly with Bishopswood team leader
- ❖ liaise with mainstream staff on extra curricular activities (trips, visitors, assemblies)

ROLE OF THE SONNING COMMON PRIMARY CLASS TEACHER

Consult and plan with the Bishopswood class teacher in these areas:

- ❖ curriculum areas to be covered
- ❖ child's needs / mainstream needs
- ❖ particular problems
- ❖ sources of expert help (e.g. physiotherapist)
- ❖ forward planning
- ❖ invitation to curriculum sharing evening
- ❖ summative and formative records
- ❖ contribute to the Annual Review of the child's statement if asked to attend the meeting if possible
- ❖ meet regularly with Bishopswood staff and SENCo to discuss progress and placement criteria
- ❖ ensure that ancillary staff who will be directly involved are informed and consulted
- ❖ liaise with Bishopswood staff on extra curricular activities (trips, visitors, assemblies)

ROLE OF SUPPORT (usually L.S.A.)

To:

- ❖ liaise with Bishopswood and Sonning Common class teachers
- ❖ work with the child in both Sonning Common and Bishopswood classes if possible
- ❖ provide a consistent approach (i.e. use established rewards and sanctions)
- ❖ ensure child understands and can carry out instructions given by SCPS teacher - may need to individualise
- ❖ explain class rules to child
- ❖ contribute to and be familiar with planning and evaluation
- ❖ keep records of integration session (see considerations)
- ❖ encourage and foster appropriate interaction between the children
- ❖ support child's learning as agreed with Bishopswood and class teacher (e.g. in one to one, small group or by enabling the class teacher to work with the Bishopswood child)
- ❖ be aware of and possibly help structure transition times as these may be difficult for the child

