



Inclusion Policy

September 2015

Introduction

This policy is to be read in conjunction with the following associated policies: English as an Additional Language; Equal Opportunities; Gifted and Talented Children; SEND.

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations. The achievements, attitudes and well-being of our children matter. This policy helps to ensure the school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children.

We plan a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

Teaching and learning style

We give our children the opportunity to succeed and reach the highest level of personal achievement. We make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

Should the attainment of a child fall below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with special needs

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children to complete certain activities. If required an IPM will be drawn up.

Teachers ensure the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
- allows opportunities for them to take part in educational visits and other activities linked to their studies.
- uses assessment techniques that reflect their individual needs and abilities.

Racism and inclusion

The diversity of our society is addressed through our schemes of work throughout the curriculum. Teachers are flexible in their planning and offer appropriate challenges to all children, regardless of ethnic or social background. Any racist incidents are recorded and reported to the Headmistress. The school contacts parents of those children involved in racist incidents. Further details are to be found in the school’s Racial Equality Policy.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Signed by the head teacher:.....

Date:.....

To be reviewed:.....