

Policy for Inclusion

Rationale

The mission statement of Astbury St. Mary's is to achieve excellence in caring, sharing and learning.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for our children.

The achievements, attitudes and well being of all our children matter.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read alongside the SEN, gifted and talented children, equal opportunities and assessment policies.

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 pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that 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;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

At Astbury St. Mary's we achieved The Inclusion Quality Mark Award in 2009 to receive recognition that we are an inclusive school.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. The school has begun to use a creative curriculum approach to teaching and learning in order to:

- set suitable learning challenges;
- respond to children's diverse learning needs and styles;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking staff, children and parents key questions:

- do all our children achieve their best?
- are children learning through a variety of styles?
- 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?
- what are we doing for those children that exceed our expectations?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Pupil and parent questionnaires are valuable for us as a school to review and improve our practice, and the children's views and opinions are heard through the School council and Eco – Committee.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress.

This may be done through lesson evaluations, recording sheets, pupil self evaluations, pupil learning styles questionnaires, spelling and reading tests, end of year tests, mapping attainment grids, tracking sheets and provision maps.

Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier or later year groups.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. The child may then require an Individual Education Plan (IEP).

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later year group or extend the breadth of work within the area or areas for which the child shows particular aptitude. A child may then be identified as gifted and talented and placed on the gifted and talented register. (See G and T policy)

Teachers ensure that all 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;
- participate fully, regardless of disabilities or medical needs.

Many of these areas are being addressed through SEAL resources. (Social and Emotional Aspects of Literacy)

Children with learning needs

The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Some children in our school have learning needs. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

IEP's are written and reviewed on a termly basis and the class teacher, pupil and parents are involved in target setting.

Resources and provision are differentiated to meet the needs of the child and are shown on provision maps. (See SEN policy for further information)

Teachers ensure that the work undertaken by children:

- takes account of their style and pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which 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;

- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

All racist incidents are now recorded and reported to the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents. Any incidents are reported to County via the termly Census.

Further details can be found in the Equal Opportunities and Racial Equality policies.

Co-ordination and monitoring

The inclusion co-ordinator, Mrs Alison Williams, has overall responsibility for;

- (i) ensuring that each child is valued as unique
- (ii) ensuring that we meet all statutory requirements related to matters of inclusion
- (iii) ensuring that the policy is implemented
- (iv) co-ordinating the monitoring of progress

This policy is to be reviewed on an annual basis by the inclusion co-ordinator in conjunction with the governing body.

Review November 2013

Approved for Issue

Chairman of Governors

Date

Headteacher

Date