



Inclusion Policy

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. This policy, which should be read in conjunction with the school's Equal Opportunities Policy and Special Educational Needs Policy, helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background. The school is committed to Dudley LEA inclusion strategy.

All pupils in this school, including those with special needs, are ENTITLED to access a curriculum, which:

- fulfils the statutory National Curriculum requirements
- takes into account their individual learning needs and interests
- provides them with opportunities to pursue activity beyond school

Those responsible for the document

This document was written by the senior staff it reflects the opinion of the entire teaching staff, having been drawn up through a process of consultation. It has been fully endorsed by the governing body.

This document was approved at the _____ meeting of the Governing Body.

It is the responsibility of the whole staff to put into effect and to monitor the Inclusion Policy. The Head Teacher and Deputy Head Teacher, however, will take particular responsibility for ensuring that standards are consistently applied throughout the school. Key personnel are

Governor with responsibility for SEN;
Special Needs Co-ordinator (SENCO);
Class Teachers
Teaching assistants (T.A.s)

The policy will be monitored and evaluated by:

Head, Deputy Head, Governor with responsibility for SEN and SENCO;
The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Latest Review date: *January 2008*

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children.

We aim to

- provide all pupils with EQUAL OPPORTUNITIES to participate and to achieve in all areas of the curriculum.
- ensure that all children have ACCESS to a varied programme which allows children the opportunity to meet the national expectations as outlined in the National Curriculum.

We aim to 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;
- any children who are at risk of disaffection or exclusion.

Teaching and learning style

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Learning at Church of the Ascension is developmental and a variety of teaching and learning approaches and organisational management are adopted to ensure that tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Most children will be able to access the curriculum at point appropriate to their age. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the units of work or experiences from earlier year groups or key stages. This enables some of our children to make progress in their own lessons.

The achievements of all pupils are maximised by providing variations in:

- **tasks** providing a range of tasks with differing degrees of difficulty, setting tasks from earlier/further units of work, providing extension tasks to challenge high achievers. Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- **resources** using a variety of equipment to make tasks more/less challenging
- **response** allowing pupils to work at different paces, using appropriate demonstrations, using appropriate language/terminology and praise, working in mixed ability and similar ability grouping

- **support** using classroom assistants to help, encouraging high achievers to support others. We aims to overcome potential barriers to learning and assessment for individuals and groups of pupils;

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.

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.

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

- do all our children achieve as much as they can?
- 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 potential?
- are our actions effective?

Teachers ensure that 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.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy (described in full in the SEN policy) is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.