

**CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL
POLICIES AND PROCEDURES**

Inclusion Policy



Date Reviewed

January 2013

Date adopted by Governing Body

Date for next review by Governing Body

January 2016

Signed

Mission Statement:

Rationale:

Inclusion in education is a process of maximising participation and removing barriers for all children and young people in their local educational setting, taking into consideration race, gender, ethnicity, SEN, religion and disability. A commitment to appropriate inclusion involves valuing diversity, understanding difficulties, recognising and respecting individual differences so all feel that they belong.

Aims:

We aim to provide effective learning opportunities for all pupils and will have due regard to the following three essential principles in developing an inclusive curriculum:

The three principles of inclusion are:

1. Setting suitable learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups

Organisation and Learning:

Setting suitable Learning Challenges:

We aim to give all pupils the opportunity to experience success in learning and to achieve the highest standard possible. (see curriculum policies).

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is recognised (see

Special Edu

For pupils whose attainments are significantly higher than National expectations, within 1 or more subjects, we will plan suitable challenging work (see Gifted & Talented policy)

Responding to pupils' diverse learning needs:

When planning, teachers set high expectations and provide opportunities to achieve, regardless of gender, SEND, ethnicity, social, religious and cultural background. We are aware that all pupils bring different experiences, interests and strengths to school, which will influence the way in which they will learn. We will respond to the pupils' needs by creating effective learning environments, providing equality of opportunity, use appropriate self assessment approaches, set targets for learning and encouraging motivation and concentration.

We will take specific action to respond to pupils diverse needs by:

- creating an effective learning environment
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning

Overcoming potential barriers for learning and assessment for individuals and groups.

A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability; or linked to a pupils progress as learning English as an additional language.

We will take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

Pupils with SEN (see SEND policy)

Curriculum planning and assessment for pupils with SEND will take account of the type and extent of the difficulty experienced by the pupil.

Pupils with disabilities (see Accessibility plan)

Pupils with disabilities learn alongside their peers, with little need for additional resources beyond physical aids or modifications which they use as part of their daily life i.e. wheelchairs or appropriate equipment. Suitable planning will ensure that these pupils participate as fully and effectively as possible within the National Curriculum and statutory assessment arrangements.

Pupils with English as an additional language

Pupils for whom English is an additional language may have diverse needs in terms of support necessary for English language learning. Our planning will take into account such factors as a pupils age, length of time in an English speaking environment, previous educational experiences and competency in other languages. We will take specific action to help pupils who are learning English as an additional language by:

- Developing their spoken and written English
- Ensuring access to the curriculum and assessment
- Consulting EMAS team to support pupils' language acquisition

Equality of Opportunity

The school is committed to a policy of equal opportunities for all its pupils. The pupils will be encouraged to develop in all curricular areas and we will ensure that resources, teaching time and facilities are provided for all pupils regardless of sex, race, so that gender and culture do not become barriers to groups or individuals.

Monitoring and Evaluation

Monitoring, checks and evaluations are put in place in a variety of ways:

Children with statements of SEN, EHC plans or have identified SEN have their 'needs' reviewed formally every term to ensure full inclusion in school life.

Children who have medical needs and do not have IEP's are reviewed formally regularly to ensure full inclusion in school life.

Children who have been recognised as G&T are reviewed termly to ensure full inclusion in school life.

The SENDCo's make any changes to provision in accordance with County guidelines or Government legislation (the Disability Act).

All staff have awareness training covering SEND, Inclusion and Diversity

Complaints and comments relating to inclusion and diversity are reported to the head and acted upon. A yearly return is made to County on bullying and racial incidents. Any violent incidents are recorded and reported to the relevant bodies.

External agencies' advice and recommendations on any issues related to inclusion and diversity are followed.

Policy and practice are reviewed yearly.

Kim Price

Headteacher

January 2015