



INCLUSION POLICY

Alderman Cogan's is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in East Hull. The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically. This is the context in which this policy is written.

This policy was written in the Summer Term 2016 and will be reviewed in the Summer Term 2017.

Inclusion Policy

Our school and everyone in it belong to God.

We are all 'wonderfully made' by God and loved by Him just as we are.

Jesus Christ stands at the centre of all that we do.

We will work together to follow His example and seek to be the best people we can be.

1 Introduction

1.1 At Alderman Cogan's CE Primary School we aim to create a learning environment in which the spiritual, moral and social development of our pupils can flourish. We value the individuality of all of our children and are concerned about their welfare and well being, their achievements, behaviour and attitudes. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We feel that this is reflected in our school performance and in our willingness to cater for those who may find school life difficult or have experienced difficulties elsewhere. This policy helps to ensure that this happens for all the children (and staff) in our school.

2 Aims and objectives

2.1 Our school aims to be an inclusive school; the children and staff in our school are all 'wonderfully made by God and loved by Him just as we are'. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school that can be identified in various ways:

- Gender;
- Minority ethnic and faith groups;
- Children with special educational needs;
- Gifted and talented children;
- Children with physical disabilities;
- Any children who are at risk of disaffection or exclusion;
- Children learning English as an additional language.

2.2 The new National Curriculum (2014) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Some of the ways we do this are:

- Having effective strategies (and interventions where required) in place for the teaching of basic skills of literacy and numeracy;
- Understanding how learning takes place across a developmental continuum;
- Understanding the central role of teaching in the learning process. Learner's needs are identified and provided for, effective learning environments are created, organised and resourced and an extensive, stage appropriate, curriculum is made available and accessible to all learners;
- Working closely with parents and carers, with community groups and with agencies and groups who can contribute and provide support for different individuals and different groups;
- Setting suitable learning challenges for all our pupils;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Ensuring continuity and progression in pupil's learning;
- Effective teaching that caters for a wide variety of learning styles;
- Varied teaching methods and strategies to ensure learners of all types are engaged;
- Pro-active and supportive training and professional development to ensure management, senior leaders, and all other staff members are up to date with current pedagogical thinking;
- Fine levels of differentiation in order to allow pupils to make progress at a challenging yet achievable rate of progress;
- A wide variety of intervention strategies available for those pupils who need specific, tailored input;
- A behaviour management policy which allows for flexible payback of sanctions to take into account personal circumstances;
- A level of challenge that will engage and involve gifted pupils and allow for demonstrating higher order thinking skills through independent learning;
- A flexible and effective learning environment that, wherever possible, caters for the specific needs of pupils;
- A broad, varied and carefully planned curriculum which allows pupils the opportunity to express their creativity, experiment and investigate, and learn independently;
- A curriculum which encourages trying new activities and enables pupils to develop their learning through their own interests, whether new or well-established;

One of the ways we can achieve educational inclusion is by the tracking of pupil's progress and by using a process of 'Assess, Plan, Do, Review'. One of the ways we do this is by asking ourselves these key questions:

- Are our children achieving 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 best?
- Are our actions effective?

3 Teaching and learning style

(See also the school policies on gifted and talented children, **special educational needs**, equal opportunities, and teaching and learning.)

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities and needs of all of their children. For some children, we use the programmes of study from earlier years or key stages, coupled with a small steps approach recommended in documents such as Pebbles. This enables both pupil and parent to see progress being made.

- 3.2** When the attainment of a child falls significantly below the expected level, he or she may be identified as having special educational needs and will be referred to the Special Educational Needs team. This may result in pupils being given an Individual Education Plan which will enable teachers to help the child to succeed by planning work that is in line with that child's individual and specific needs.
- 3.3** Where the attainment of a child significantly exceeds the expected level of attainment, teachers use their discretion to extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 3.4** Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

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;
- Are given targets that are relevant and appropriate and allow all pupils to experience success;
- Are given daily constructive written and verbal feedback which enables them to improve their learning;
- 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;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

3.5 When planning for inclusion teachers should ensure:

- The effective deployment of teaching assistants that takes account of the learning needs of different groups of pupils;
- The effective employment of resources and technological aids, especially the use of ICT to support the work of pupils with specific learning needs;
- The identification and use of teaching strategies and resources likely to engage involve and retain the interest of disaffected pupils.
- That teaching activities take careful account of varying rates of development and all learning tasks are differentiated to cater for varying degrees of ability;
- That individual learning targets are set, based on systematic monitoring;
- That there is consistent provision of teacher modelling, shared and guided work;
- Pupils are given as much opportunity as possible to work in small groups with informed adult help and tutoring;
- Pupils are taught strategies that enable them to work independently.

4 Children with disabilities

4.1 Some children in our school may have disabilities and consequently will need additional resources. The school is committed to providing an environment that would allow these children full access to all areas. There are designated points of entry for our school, which allow wheelchair access.

4.2 Teachers will modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities, or modify activities to allow wider relevance. Teachers will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.3 Teachers will ensure that the tasks set for these children:

- Take account of their pace of learning and the equipment they use;
- Are adapted or offer alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;

- Allow opportunities for them to take part in educational visits and other activities linked to their studies;
- Use assessment techniques that reflect their individual needs and abilities.

5 Disapplication and modification

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school 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.

5.2 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 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.

5.3 In some cases, the full National Curriculum may not be the most appropriate route to maximising pupils' learning and achievement. Disapplication of the National Curriculum may then be considered.

Disapplication is permitted, for individual pupils:

- for a temporary period, through regulations under section 93 of the Education Act 2002;
- through a statement of special educational need, under section 92 of the Education Act 2002; and, for groups of pupils or the school community:
- for a time limited period, to enable curriculum development or experimentation, under section 90 of the Education Act 2002.

6 The role of the Inclusion Co-ordinator

The role of the Inclusion Co-ordinator will be to monitor the implementation of this policy by ensuring that:

- There is an ethos of inclusivity that is understood by staff, parents, governors, pupils and the local community;
- Achievements of all pupils are valued, recognised and celebrated;
- Improving teaching and learning for all pupils is a constant concern to senior managers;

- The well being of all pupils' matters. Their attitudes, values and behaviour are constantly challenged and developed;
- Staff, pupils and parents treat each other with respect;
- Senior managers understand, monitor and evaluate the progress of all pupils;
- Senior managers put into place actions and strategies to ensure that all pupils reach their potential.
- There is active participation of support staff across the school.
- There are good links with external agencies and that staff are aware of the support and expertise available.
- There is regular and effective communication with parents that supports and strengthens the partnership between home and school.
- The governing body are kept regularly informed of matters relating to inclusion.

7 Summary

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

SENCO _____

Headteacher _____

Date _____