



Church Valley Schools Federation Inclusion Policy

At Church Valley Schools federation we value the individuality of all of our children. 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 all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all 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 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 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.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through a creative, topic based approach to learning which includes:



- ☐ setting suitable learning challenges;
- ☐ responding to children's diverse learning needs;
- ☐ overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- ☐ providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This can include speech and language therapy, O/T therapy,)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these 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 pupils to live in a diverse society?

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. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

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 additional materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

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

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.

Children with disabilities

Some children in our federation have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our schools. The federation 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 to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- ☒ takes account of their 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 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.

Policy: February 2016

Review date: February 2018

Signed:

Head teacher