



Inclusion Policy

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who are Gifted and Talented
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

All staff in the school will ensure that they:

- make themselves aware of the potential barriers to learning, that pupils in their classroom may have,
- deal with racist, and other, incidents in accordance with school policy,
- monitor the progress of individuals in their classroom in relation to their, knowledge, understanding and skills,
- highlight those making inadequate progress, and take appropriate action,
- analyse pupil performance, progress and attitudinal data to inform pupils, parents and other staff when appropriate,
- use a wide range of teaching approaches to meet individual needs and learning styles,
- plan and review teaching and learning with appropriate colleagues and as a part of our Performance Management system,
- make use of professional development opportunities offered,
- use a wide range of targeted resources to provide access to and support for learning,
- encourage exploration and celebration of different perspectives and diversity within the world,
- recognise and celebrate individual achievement so that pupils are aware that their work is valued,
- further develop the partnerships between pupils, school colleagues, parents/carers, and other agencies.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

School context:

Kinnerley CE Nursery and Primary School caters for children aged 3-11. There are children who currently attend the nursery and who attend the school. The school population comprises of the following ethnic groups:

Pupils:	White:	98.92%%
	Others-mixed:	1.08 %
Staff:	White:	100%
Governors:	White:	100%

There are no refugees or travellers and 1 EAL pupil in the school. There are currently 10% pupils receiving school action and school action plus support. There is one child with a statement of special educational needs. The current number of pupils eligible for free school meals is 2.

Attendance data in 2009/2010 is recorded as:

Authorised absence :	2.8 %
Unauthorised absence :	0.5 %
Attendance rate:	96.7 %

Implementation for pupils on the SEN register:

- Every child receiving school action or school action plus has an IEP (Individual Education Plan) written and reviewed every term. It is written by the class teacher, teaching assistant and Special needs co-ordinator. A copy is kept in school and a copy is sent home. The IEP and its review is discussed with parents/carers.
- The class teacher is initially responsible for identifying a child with special needs and initiating appropriate action.
- Progress of pupils with SEN will be reviewed regularly to provide the most effective and learning provision.
- Once a child is alerted to the Special needs co-ordinator as having SEN, parents are seen and an IEP is written.
- Information on progress for all children is recorded using excel. In this way groups or individuals can be highlighted and provision to support learning can be given.
- Outside agencies are used to support and advise. These include Educational Psychology Service, The Behaviour Support Team, the School nurse, Speech therapy, Educational Welfare Officer, Learning Support advisory teacher. Child protection issues are dealt with by the Head teacher.