



THE
CATHEDRAL SCHOOL
CHELMSFORD



A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

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Inclusion Statement

At The Cathedral School we believe that every child is special but that some children have greater needs than others and they may require additional support to address these needs. We believe that a child's learning ranges from the most able to those experiencing the most difficulties and we endeavour to ensure that every child is treated as an individual. We believe that it is inappropriate to identify a child as having special needs without devising strategies to resolve that need. Every learner is entitled to access a rich, varied, challenging and inspiring curriculum and this must be provided irrespective of gender, ethnic background, age or ability enabling each individual to fulfil his or her full potential to the highest possible standard.

Aims

Everyone in the school community, governors, staff, pupils and parents has a positive approach and plays an active role in ensuring that all children are included in all activities. Consideration is given to individual and specific provision required to meet every child's individual needs. Children are not labelled or identified to their peers and the majority of support is given discretely in the classroom setting.

Objectives

- To enable all children to reach their full potential.
- To celebrate success at all levels and raise each child's achievement.
- To respond to the range of educational needs that all children may encounter during their time at The Cathedral School.
- To ensure that all children have equal access to a broad and balanced curriculum.
- To ensure that every child is fully included into the life of the school.
- To develop positive partnerships with children, parents, external agencies, other schools and the LA.
- To support staff in setting challenging targets and in developing practices to meet these targets.

Access to the Curriculum

We believe that all children are individuals and as such learn in different ways. We aim to match provision to individual pupil needs and believe that access to the full curriculum can be achieved by careful differentiation of class work. Most support, wherever possible, will be discrete and take place in the classroom.

Facilities

All entrances to pupil-designated areas are wheelchair accessible. There is an adapted toilet area to enable a person with a physical and or neurological impairment to access toilet facilities. There is flexibility in the location, organisation and composition of classes, to allow for a child with medical, physical, neurological or sensory needs, to be placed in a specific area of the school environment appropriate to their needs. The school has a commitment wherever reasonably possible to adapt the environment to allow for equal access for all pupils, staff and parents.