

Christ Church CE Academy



Inclusion Policy

This Church of England Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths. It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

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Spring 2020	Date for review

Inclusion Policy

Introduction

At Christ Church CE Academy, we value the individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest 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 overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means equality of opportunity must be a reality for our children. We make this reality through the attention we give to groups of children which may be found, at different times, within our school:

- Girls and boys.
- Minority ethnic and faith groups.
- Travellers and asylum seekers.
- Children who need support to learn English as an additional language.
- Children with special educational needs and disabilities.
- Children who are eligible for free school meals.
- Children who are looked after by the authority.
- Able, gifted and talented children.
- Children who are at risk of disaffection or exclusion.

These also include identified groups with protected rights under the Equalities Act:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

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: □

- 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.

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 achievements 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

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 and make ongoing assessments of each child's progress. We hold termly pupil progress meetings and this data is reported to governors.

When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where attainment exceeds the expected level teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

The diversity of our society is addressed through our schemes of work. Teachers are flexible in their planning and offer appropriate challenges to all pupils regardless of ethnic or social background.

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.
- 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.
- Participate safely in clothing that is appropriate to their religious beliefs.

The school is committed to providing an environment that allows children access to all areas of learning regardless of ability. Physical restrictions are accounted for. All our classroom entrances are wide enough for modern wheelchair access, and the designated points of entry for our school also allow wheelchair access. The school has a stair lift and there are toilets suitable for a wheelchair user on the bottom corridor opposite the Year 2 classroom.

The school makes every effort to meet the learning needs of all children. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. Teachers are aware in the initial stages if there are concerns of the needs of a child. Additional support or intervention may be required. Our provision map provides details of the interventions taking place and the children who receive intervention. When necessary we also support learning through appropriate external specialists. The SENCO and teachers will liaise with external agencies and parents to discuss the best support for a child.

In some instances, where a child's needs are not being met despite the support of the school and external agencies, a request for statutory assessment may be made to the LA. The stages of special educational needs are outlined in the SEN policy.

Monitoring Progress

Pupil's progress will be tracked at a number of levels by:

- The school's systems of assessment and tracking progress.

- The class teacher is responsible for the delivery and monitoring of individual targets and SEND Support Plans.
- Regular reviews of SEND Individual Education Plans (IEP) and My Support Plans by class teacher and others concerned.
- Regular meetings between SENCO and SLT.
- Annual review of Education, Health and Care Plans.
- Annual audits of need.
- Use of school's general tracking and monitoring systems.
- Half termly meetings between SENCO and SEND Governor.
- Regular meetings between EAL team and SENCO.

Success Criteria

This policy will be successful when:

- Monitoring demonstrates that needs of pupils are provided for and appropriate progress is being made.
- Monitoring indicates that support and intervention is successful.
- Monitoring indicates that pupils at particular risk are well supported.
- Tracking of pupils informs appropriate planning, intervention and progress.

Working with Parents

Positive parental involvement is important for the success of all children. In accordance with the Code of Practice (2014) parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils are given the opportunity to express their views and comment on their success.

Complaints

If a parent wishes to complain about the provision or policy, they should, in the first instance raise it with the Head Teacher or SENCO, who will try and resolve the situation. Any issues that remain unresolved will be supported via the procedures outlined in the Complaints Policy. This is available upon request.

Staff Development

The Head teacher and the SENCO will review the needs of the teaching and support staff and provide INSET via external courses and in school training.

Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs. Our SEND governor is Mr Pierre French. All racist incidents are recorded. The school contacts parents of those pupils involved in racist incidents.

Summary

At Christ Church CE Academy the teaching and learning, achievements, attitudes and wellbeing of every child are important. We value each child as a unique individual. We follow the necessary regulations to ensure we take the experiences and needs of all our children into account when planning for learning. We seek to ensure that we meet all statutory requirements related to matters of inclusion.