

Latchingdon C of E Primary School

POLICY FOR INCLUSION

This policy was written in consultation with the staff and governors of Latchingdon School and was last reviewed and ratified by the Governing Body on 8.3.18. It will be monitored and reviewed within three years.

The following policies should be read in conjunction with this document:

Behaviour
Anti-Bullying
Child Protection
Teaching and Learning
Assessment
Single Equalities

Latchingdon C of E Primary School is an educationally inclusive school in which the teaching and learning, achievements, attitudes and well-being of every young person is important. Equal opportunities are provided for all pupils, whatever their age, gender, ethnicity, attainment and background. The building is suitable for disabled access. Particular attention is given to the provision made for different groups of pupils and their achievement. These groups include:

- Girls and boys
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs
- Gifted and talented pupils
- Children who are “looked after” by a local authority
- Children with illnesses, young carers, children from families under stress
- Pupils at risk of disaffection and exclusion.

We ensure that every pupil has access to all areas of the curriculum, including physical activity and that the needs of individuals and groups of pupils are met. We do this through:

- Setting differentiated activities in all areas of the curriculum as far as is practical to provide an appropriate level of challenge.
- Continual assessment and planning for different needs.
- Ensuring staff receive necessary training.
- Paying attention to disabled access when any building work is carried out and ensuring that the Disability Action Plan is implemented and reviewed annually.
- Providing extra-curricular activities which will appeal to a wide range of interests and abilities.
- Support from teaching assistants where necessary.
- Accessing support from outside agencies.
- Purchasing special equipment and resources.

The School Self Evaluation process involves meetings of the Senior Leadership Team which take place weekly. Any significant issues are reported and discussed at staff meetings. The following questions are asked:

- Do all pupils make the progress they are capable of?
- Are there differences in the achievement of different groups of pupils?
- How can we improve provision for pupils who are not achieving their best?
- How effective have any actions been?

Modification of the Curriculum

In exceptional circumstances the curriculum and assessment procedures are modified for pupils with particular special needs. In such cases, advice and support is sought from the LA and appropriate specialists from outside agencies to prepare Individual Education Plans. Parents are also consulted before any action is taken.

On rare occasions, pupils who are working at a level significantly below or above their age group may travel with a different cohort for a period of time. This is discussed with parents and reviewed annually. There are usually mixed age groups which are organised according to age and ability.