

Inclusion Policy

(To be read in conjunction with the following school policies: Equal Opportunities; Racial Equality; Special Educational Needs; Sex Education; Teaching and Learning; Disability Equality Scheme.)

At Knightsfield School we aim to give each of our pupils a high quality, personalised educational experience that equips them for a full and fulfilling role in society. 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 pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, ability, gender, language or social background.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and English as an additional language. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

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 pupils. We make this a reality through the attention we pay to the different groups of pupils within our school:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- pupils with special educational needs (SEN);
- pupils with medical/health needs;
- pupils in receipt of Free School Meals and Pupil Premium;
- pupils who are vulnerable listeners;
- gifted and talented pupils;
- lesbian, gay, bisexual, and transgender pupils;
- pupils who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

At Knightsfield, we plan a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- setting suitable learning challenges;
- responding to pupils' 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 pupils.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our pupils achieve their best?
- are there differences in the achievement of different groups of pupils?
- what are we doing for those pupils who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting harmony between various groups and preparing pupils to live in a diverse society?
- are we meeting the needs of pupils with additional SEN?

Teaching and learning style

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2014 : Para 1.24)

We aim to give all our pupils the opportunity to succeed and reach their 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 pupils. For some pupils, we use the programmes of study from earlier key stages. This enables all of our pupils to make progress in their lessons.

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

Teachers are familiar with the relevant equal opportunities legislation.

Teachers ensure pupils:

- 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

All pupils are included in drama, PE and art lessons at the co-sited Mainstream Secondary Academy, Monks Walk School. This is to develop their listening skills in a mainstream environment, give them a wider peer group and allow them access to the breadth of subject knowledge in a range of areas.

Some pupils show particular aptitude in certain subjects will be offered the chance to attend more lessons at Monks Walk School. Option subjects at KS4 can also be taken at Monks Walk School.

The National Curriculum states that Sex and Relationships education is compulsory for pupils over the age of 11. Parents have the right to withdraw their child from some parts of this if they so wish. However, other components of the Sex and Relationships curriculum are compulsory (see policy). Religious education is also mandatory for schools to teach, but parents may withdraw their children. Students over 18 years of age may withdraw themselves.

Pupils with additional disabilities

Some pupils in our school have other disabilities in addition to their hearing impairment and consequently need additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning.

Further details are to be found in the school's Special Educational Needs Policy and Disability Equality Scheme.

In response to the Special Educational Needs and Disability Act 2001 and the Equality Act 2010, the governing body is constantly reviewing how the school can be made more accessible for pupils with additional disabilities.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations and the recommendations of the Lamb Report (2009) to ensure that we take the experiences and needs of all our pupils into account when planning for learning.

This policy should be read in conjunction with all relevant policies.

Date of policy March 2004
Reviewed November 2010
Reviewed May 2013
Reviewed May 2016
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Review Date May 2019



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Head Teacher

Date : 17.3.19,.....

