

Inclusion Policy Berkley C of E VA First School.

Statement of our Christian Ethos

This policy reflects our Christian values, which recognise, celebrate and welcome diversity. We believe that each and every one of us brings something valuable to our school family. We aim to develop pupils' personal qualities and achievements. This mission statement of our school talks of valuing the individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards.

This policy helps to ensure that this happens for all of the children in our school, regardless of their age, religion, gender, ethnicity, attainment or background.

The Creative Curriculum

The majority of our teaching is delivered through a Creative Curriculum which is innovative and imaginative using a range of teaching procedures and styles. We believe that linking the skills and knowledge across the curriculum enables deeper, more connected learning between subjects. We do realise that some aspects of the curriculum may still need to be taught discretely. All children have equal access to the creative curriculum

Aims

Our school aims to be an inclusive school. This means that quality of opportunity must be a reality for our children and staff. We make this a reality through the attention we pay to different groups within our school. This may include -

- Male and female
- Minority ethnic and faith groups
- Children who need to learn English as an additional language
- Children with special educational needs
- Children with medical needs/disabilities
- Gifted and talented children
- Any children who are at risk of disaffection or exclusion
- Children who are looked after

Objectives

The Index for Inclusion and National Curriculum objectives are our starting points for planning a creative curriculum that meets the specific needs of individuals and groups of children. Our objectives are to

- Set suitable learning challenges
- Respond to children's diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups
- Provide other curricular opportunities to meet the needs of individuals or groups of children

In order to meet these objectives we ask ourselves

- Do all our children achieve their potential?

- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Teaching and Learning Styles .

Our school uses a variety of teaching and learning styles. Our principal aim is to develop the child's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole class teaching and individual / group activities. We give children the opportunity to collaborate with others and to work independently. Children are encouraged to evaluate their own ideas and methods, the work of others, and say what they think and feel about them. They have the opportunity to use a wide range of materials and resources, including ICT.

Curriculum planning.

We operate a planning procedure agreed by the whole teaching staff, based upon the National Curriculum. We develop schemes of work and weekly plans, which give details of appropriate activities and outcomes. We plan progressive activities that develop subject knowledge. We use assessment for learning and adapt our planning as a result of our assessments. We plan creatively and consult children as part of the planning process. We use the local environment as the starting point for aspects of our work. We plan a range of 'focus' /WOW days or weeks which are cross phase, cross curricular, often multi cultural/or eco friendly in theme and sometimes utilising the skills of visitors.

Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move throughout the school. Particular thought will be given to gender when organising groups and collaborative work.

Careful thought will be given to the provision of appropriately structured work for children with SEN . The school uses the strategies of 'The Dyslexia Friendly School' that enable all children increased access to the curriculum through a broad - based, multi sensory, visual, auditory and kinaesthetically planned curriculum.

The most able children within our school, including those children who are Gifted and Talented, are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

Assessment and Reporting

See assessment policy for further detail. Opportunities for assessment will be identified in planning. Performance will be regularly assessed and monitored in accordance with the National Curriculum. We assess children's work in all subjects as an ongoing feature of Assessment for Learning. We note progress made against the Learning Objectives. Teachers meet with the head teacher through Pupil Progress meetings to share work and discuss progress and standards. Assessing Pupil Progress is part of the process. A rolling programme of Standards Reports are written.

The teacher will pass on relevant information to other teachers. Foundation Stage Profiles, Teacher Assessments are reported to Parents, LA and DfE. All assessments are held centrally on Assessment Manager. Staff hold meetings with parents and written annual reports are forwarded to parents in the summer term.

Safety and e-safety

We recognise that all teachers must plan safe activities, and actively raise children's awareness of hazards and risks when working with living things, materials and equipment, and take action to control those risks.

E-safety is a priority in all our planning and teaching. Learning opportunities are planned to reinforce this message.

Resources

We have a wide range of shared resources to support inclusive teaching and learning across the school. All our classrooms have a range of resources, but we keep other equipment / resources centrally in the library or resources sheds. Resources are updated continually as appropriate including ICT resources.

Equal opportunities

Teaching will be in accordance with the present policy for Equal opportunities. We aim to provide equal access for everyone including for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of classroom assistants where available and through carefully differentiated activities.

Co- Ordinator: All staff

Review date: Spring 2017