

COWORTH-FLEXLANDS SCHOOL

INCLUSION POLICY

ETHOS

Coworth-Flexlands School is committed to providing a happy, caring and stimulating environment inspired by enthusiastic staff. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

At Coworth-Flexlands we are fully committed to inclusion; however, we are aware that in exceptional circumstances the needs of the individual child might not be met or that the inclusion of the child in mainstream education “is incompatible with the efficient education of other children.” (SEN Code of Practice, DFES 2001 and SENDA)

AIMS AND OBJECTIVES.

1. Coworth-Flexlands School aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and disabilities
- gifted and talented children

2. We will ensure that our curriculum meets the specific needs of individuals and groups of children. We do this through:

- setting suitable challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing advice on other curricular opportunities outside the curriculum to meet the needs of individuals or groups of children. (This includes enlisting the help of outside agencies / professionals)

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

- Do all our children achieve as much as they can?
- 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?

LEARNING AND TEACHING

1. When planning their work, teachers take into account the abilities of all their children. They use adequately differentiated resources to enable children to achieve their full potential.

2. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's need. There may need to be a referral to the SENCO – see SEN policy

3. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude. There may need to be a referral to the GATCO – see GAT policy

4. Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
5. Teachers ensure that 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
 - 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

SUMMARY

At Coworth-Flexlands the learning and teaching, achievements, attitudes and well-being of every child are important. We ensure that we take the experiences and needs of all our children into account when planning for learning.