

KINGSHILL CHURCH SCHOOL



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

INCLUSION POLICY

Rationale

At Kingshill School we are committed to giving all children every opportunity to achieve the highest 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.

Aims and Objectives

Our school aims to be an inclusive school , we aim:

- To include all pupils in school life
- To continue to raise staff awareness of inclusion via on going staff development
- To maximise the learning potential of all pupils and raise attainment for all
- To promote the personal, social, moral and cultural development of all pupils
- To celebrate the progress and achievements that all members of the community make
- To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
- To ensure that resources are matched to need
- To work together with all partners in the education of the child
- To seek to continuously monitor and evaluate the success of policy and practice

This means that equality of opportunity must be a reality for our children. This will happen as a result of the attention paid to different groups of children within our school:

- Girls and boys
- Pupils who identify as transgender
- Minority and ethnic faith groups, travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language
- Children with Special Educational Needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Sick children, young carers and children from families under stress
- Children and Young People Looked After (CYPLA)

The National Curriculum and our own broad and balanced curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. This is done through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Assessment for individuals and groups of pupils
- Providing a wide range of curriculum enrichment opportunities to meet the needs of individuals and groups of children

Educational inclusion is achieved by continually reviewing what is done through asking 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?

Teaching and Learning

It is our aim to give all our children the opportunity to succeed and to teach the highest level of personal achievement. When planning teachers take into account the abilities and needs of all their children and adapt programmes of study accordingly. Teachers also ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others whilst including them socially and in work situations
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Have opportunities to work successfully in a variety of groups
- 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

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Children with Disabilities

Children who have disabilities will need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities and ensure that practical aspects of the curriculum are given priority. Teachers ensure that work for these children:

- Takes account of their pace of learning
- Takes account of the effort and concentration needed in oral work or when, for example, using vision aids
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Includes approaches that allow hearing impaired and visually impaired children access to all aspects of the curriculum
- Use assessment techniques which reflect individual needs and abilities

Modification and Disapplication

The process of differentiation allows for modification of the National Curriculum. In exceptional circumstances the National Curriculum can be disapplied, however every effort will be made to ensure that learning needs of all children are met through differentiation and the involvement of specialist teachers and other relevant professionals.

In our school the teaching and learning, attitudes, achievements and well-being of every child are important. We will always aim to ensure that the needs of all groups of children are met and that we are a totally inclusive school.

Links

- [Special Educational Needs Policy](#)
- [Equal Opportunities Policy](#)
- [Behaviour Policy](#)
- [Assessment Policy](#)
- [Teaching and Learning Policy](#)

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