

		<u>Inclusion Policy</u>	<u>Signed:</u> 
Ratified:	Full Governing Body	School Effectiveness	Ratified: Sp 24 Review: Spr 26
Buildings and H&S	Finance d Resources	Pupil & Staff Welfare	

1 Introduction

- 1.1 Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. At The Deans we make this a reality through the attention that we pay to all different groups of children:
- different genders
 - minority ethnic and faith groups
 - EAL
 - SEND (for example: dyslexia, dyspraxia, adhd, autism, learning difficulties)
 - able, gifted and talented
 - any children who are at risk of disaffection or exclusion
- 1.2 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.

2 Aims

- 2.1 The aims of this policy are:
- to provide a happy, healthy and safe school for all our pupils and staff
 - to provide equal opportunities for all our pupils and staff
 - to provide a broad, balanced curriculum for all pupils
 - to provide suitable learning challenges
 - to ensure we respond to children's diverse learning needs
 - to overcome potential barriers to learning and assessment for individuals and groups of pupils
 - to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (for example, speech and language therapy, mobility training etc.)

3 Monitoring

3.1 We monitor this policy and its aims through:

- planning and work scrutinies
- lesson observations
- pupil interviews
- pupil evaluations
- records of advice sought from external agencies
- any positive or negative change in behaviour or attainment
- pupil attainment tracking and target setting
- Analyse School Performance (ASP) online scrutiny
- Yearly transition meetings
- Reading ages, SATs results, Mathematics test results etc.

4 Teaching & Learning

4.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier or later key stages.

4.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives. We differentiate work appropriately; an adaptation/modification may be made in presentation, content and context to complete a task and each child's learning style is taken into account with a multi sensory approach used wherever appropriate. We use assessment to inform the next stage of learning.

4.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

4.4 We encourage and support children to work in pairs, groups and individually, with and without adult support.

5 Allocation of Resources

- 5.1 The SENCO and Headteacher are responsible for the operational management of the specified and agreed resourcing for inclusive provision within the school, including the provision for children with special educational needs, and those with Educational Health Care Plans.
- 5.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6 Collective Responsibility

- 6.1 All teachers, teaching assistants and school support staff have responsibility for promoting inclusion in our school. This is led by the SENCO.

7. Further Information

- 7.1 For more information refer to the following documents:
 - [SEN Policy](#)
 - [Salford Local Authority Inclusion Policy](#)
 - SENCO Job Description