

INCLUSION POLICY

Introduction

Thomas's London Day Schools are committed to providing a broad and balanced academic and social curriculum for all pupils. We value all children in the school equally and will strive to eliminate prejudice and discrimination. We recognise that the needs of individuals and groups of pupils are many and varied, and that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy was developed during the Michaelmas Term 2007 and will be reviewed annually.

Aim

The Schools aim to make teachers aware of the principles for inclusion and to develop cultures, policies and practices to enable us to respond to and support all learners.

Three principles for inclusion

- Responding to pupils' diverse learning needs
- Setting suitable learning challenges
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Strategies

Responding to pupils' diverse learning needs

- Teachers should be aware of the diverse experiences, interests and strengths that their pupils bring to school which will affect their learning.

We expect teachers to take account of pupils' different needs and learning styles by:

- Creating supportive and effective learning environments
- Ensuring pupils are motivated and attentive
- Using a range of teaching styles to ensure equality of opportunity
- Using assessment strategies that promote individual pupils' progress and
- Setting targets for learning.

Setting suitable learning challenges

- Knowledge, skills and understanding should be taught in ways that suit the pupils' abilities
- Teachers should be flexible in planning to accommodate learning needs at earlier or later stages of the syllabus than that planned for the majority of pupils
- Pupils should be given opportunities to show what they can achieve
- Where attainment falls significantly below expected levels, a greater degree of differentiation will be necessary
- Where attainment exceeds expected levels, planning suitably challenging work can spring from higher levels of study or by exploring greater depth

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

For pupils who have special educational need, a disability or who have particular needs with regard to learning English as an additional language; teachers have a duty to take account of their difficulties and support individuals or groups so they can participate effectively in the curriculum.

Teachers will:

- Have regard for the SEN policy
- Co-operate with the SENCO, the EAL Co-ordinator and the Gifted and Talented Co-ordinator and access all information regarding pupils' needs and any advice on learning styles and classroom management
- Plan differentiated work where necessary
- Support the use of equipment e.g. laptop computers, to enable access to the curriculum and completion of tasks
- Help pupils to manage their behaviour and emotions
- Plan appropriate classroom support where appropriate
- Allow extra time and opportunities for completion of tasks

The school

- will ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any pupils.
- works closely with parents to support pupils with special educational needs
- provides in-service training on inclusion for staff
- liaises with outside agencies and professionals as necessary

Pupils who are learning English as an additional language

Pupils who join Thomas's London Day Schools for whom English is an additional language will be given opportunities to develop their spoken and written English. Teachers will take account of pupils' age, length of time in the UK, skills in other languages or previous educational experience. Teachers will ensure that:

- Opportunities for speaking and listening in English are effective and relevant in supporting development across a range of subjects, including soft technical and idiomatic vocabulary.
- Arrangements are in place, through differentiation, specific resources, using the pupils' first language, where appropriate, to ensure full access to the curriculum and to assessment procedures.

Curriculum matters

- The PSHCE curriculum includes issue of valuing diversity, difference and disability.
- Library resources are reviewed to ensure they include books that reflect the range of special educational needs issues and portray positive images of disabled people.

This policy will be reviewed annually.			
Policy Reviewed:	January 2012	By:	Jill Kelham, Vice Principal
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