

INCLUSION POLICY

Introduction

Thomas's London Day Schools are committed to providing a broad and balanced curriculum for all pupils. We recognise that the needs of individuals and groups of pupils are many and varied and can be met through planning to provide opportunities for all pupils to be challenged and included.

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

Aim

The Schools aim to make teachers aware of the three principles for inclusion and to modify programmes of study as appropriate to allow each pupil to achieve as high a standard as possible.

Three principles for inclusion

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

Strategies

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

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.

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 and the EAL 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 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

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.

See also Teaching and Learning Policy and Assessment Policy.

This policy will be reviewed annually.			
Policy Reviewed:	March 2008	By:	Jill Kelham, Vice Principal
To be reviewed:	March 2009	By:	Jill Kelham, Vice Principal