



INCLUSION POLICY

(for Schools and Kindergarten)

INTRODUCTION

Thomas's is 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 or background.

AIMS

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

STRATEGIES

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 needs, 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 SEND policy and the EAL policy as appropriate to the needs of the child
- co-operate with the SENDCos, the EAL Leaders and the Most Able Leaders 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, tablets, 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.
- work closely with parents to support pupils with special educational needs
- provide in-service training on inclusion for staff
- liaise with outside agencies and professionals as necessary

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.

REFERENCES

This policy has been informed by:

HM Gov The Equality Act (April 2010)

DfE Statutory Guidance 'SEND Code of Practice 0 – 25 years' (January 2015).

See also: [EAL Policy](#), [Equal Opportunities Policy](#), [Most Able Policy](#), [Race Equality Policy](#), [SEND Policy](#)

| This policy will be reviewed annually | | | | |
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| Policy Reviewed: | December 2010 | By: | Jill Kelham, Vice Principal | |
| Latest Review: | April 2019 | By: | Joanna Copland, Vice Principal, | Minor changes |
| To be reviewed: | April 2020 | By: | Joanna Copland, Vice Principal, SENDCos | |