

Canonbury Primary School



Canonbury Primary School Inclusion Policy

Rationale:

This policy is a statement of the arrangement for Inclusion at Canonbury Primary School. It has been written to make these arrangements for inclusion explicit and to ensure continuity of practice across the school. This policy has been written in response to the Special Educational Needs Code of Practice (effective from 2002) and the Special Educational Needs and Disability Act (2001).

Philosophy

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

Aims and Objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children who have physical disabilities;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

We aim:

- to include all pupils in all aspects of school life;
- to continue to raise staff awareness of inclusion by ongoing staff development;
- to maximize the learning potential of all pupils and raise educational attainment for all;
- to promote the personal, social, moral and cultural development of all children;
- to recognize and celebrate the progress and achievements that all members of the educational community make;
- to develop inclusive practices throughout the educational community and so to promote equality of access and opportunity for all learners;
- to ensure that resources for SEN are closely matched to need;
- to work together with all partners in the education of the young person;
- to seek to continuously monitor and evaluate the success of our policy and practice.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

Teaching and Learning Style

At Canonbury Primary School we provide education for all pupils through a variety of access strategies including, appropriate differentiation, setting (KS2), resources and facilities as necessary. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity.

When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within an area or areas for which the child shows particular aptitude.

Teachers ensure that children:

- feel secure and know their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious background;
- are taught in groupings that allow them to all experience success;
- 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.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning

needs of all of its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, setting at KS2 or through provision of additional learning resources. When necessary we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Headteacher, the SLT, the SMT and the Inclusion team who will use the following to monitor and evaluate the effectiveness of the Inclusion Policy:
 1. Pupil Progress interviews with the Headteacher.
 2. Monitoring and analyzing the data from the Foundation Stage Profile, KS1 and KS2 SATs, ROAs to ensure individual pupils are meeting their targets.
 3. Consultations with parents/carers and pupils.
 4. Setting and evaluation of IEPs.
 5. Monitoring of behavioural incidents.
 6. Monitoring of absence and lateness data.
- The Governing Body, via the curriculum committee, will review progress made and the effectiveness of the policy on an annual basis.

Date: **January 2008**

Inclusion Policy review date: **January 2011**