



Inclusion Policy

Reviewed November 2018

Aims and objectives

The Hendreds' Mission Statement reflects a commitment to children with all their varying gifts, talents and needs.

'Our mission is to create a Christian environment where pupils and teachers can develop towards their full potential. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.'

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.'

Permeating our provision both in curriculum and extra curricular time are the three elements of the inclusion statement:

- Learning objectives which set suitable learning challenges for all children;
- Teaching styles which reflect the school's attention to the diverse learning needs of its children;
- Access where potential barriers to learning and assessment for individuals and groups of pupils are overcome to the best of our ability.

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

- setting suitable 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. (This includes speech and language therapy and mobility training.)

We seek to achieve educational inclusion by continually reviewing what we do, through professional discussion, assessment and contact with parents.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their lessons, teachers take into account the abilities of all their children. For some children, if appropriate, we use the programmes of study from earlier key stages. When the attainment of a child falls significantly 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 use materials

from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure that all children:

- feel secure and know that 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 beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, and encourages discussion of 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.

Children with disabilities

Our school aims to support and include children with disabilities. Should the school fabric need adjustment, the governors would seek specialist advice to try and meet the needs of that individual or group.

Teachers modify teaching and learning expectations as appropriate for these children. For example, they may give additional time to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.