

*Corby Old Village
Primary School.*

*Policy for
Inclusion.*

Educational inclusion is broad in scope. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. Inclusion pays particular attention to the provision made for the achievement of different groups of pupils within a school. (Ofsted 2004)

The term “different groups” can apply equally to girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils with special educational needs, gifted and talented pupils, sick children, people under social stress, any pupils at risk of disaffection and exclusion.

Vision

Corby Old Village Primary School strives to provide all children with a rich, relevant, broad and balanced curriculum that not only focuses on the teaching and learning of skills, knowledge and understanding, but that prepares children for lifelong learning. We wish to maintain an inclusive school – a secure, accepting, collaborating, stimulating community in which everyone is valued and in which all children are enabled to fulfil their potential. The school has been the focus of Corby Old Village for over 170 years. Several of the children have a family history of involvement with the school. The school serves the local community as well as a Traveller community. There is a small ethnic minority community of diverse cultures. The school community also represent wide socio-economic groupings and pupils come with very diverse pre-school experiences. The building is easily accessible regardless of disability and has appropriate facilities.

At Corby Old Village Primary School we aim to:

- Maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.
- enable all children to have safe and effective access to the Foundation Stage and National Curriculum.
- encourage all children to reach their potential through the provision of a variety of enriched and enhanced opportunities.
- promote equal opportunity and good relations between all persons.
- plan learning for all individuals based on assessments which identify needs.
- Include children in all relevant activities which extend and enrich their learning, so long as no risk is posed to themselves or others. If a risk is identified, then all possible prevention and protection will be afforded, or alternative opportunities sought.

Organisation.

The school has a series of policies and practices which support Special Educational needs, Child Protection, Racial awareness, Equal opportunities, Gifted and Talented, Behaviour, Anti-bullying, an Access Plan, Health and Safety and related health policies including PSHE and Citizenship. The Admission and Attendance policies do not disadvantage pupils from any particular group. This policy embraces these and they reflect this inclusion policy.

All curriculum policies and practices also promote inclusiveness. In order to remove barriers to learning for all the school reviews its organisation regularly and has a Nurture Group facility with Learning Mentors to support specific children as appropriate.

The Senior Management team review the needs of the pupils regularly and make organisation recommendations to enable the school's aims on inclusion to be fully realised.

The Senco reviews pupil's IEPs, The Gifted and Talented Co-ordinator maintains liaison with staff over pupil teaching and learning programmes, The Learning Mentors review the needs of identified pupils termly, class teachers track individual pupil's progress, parents are consulted and external agency support and advice sought as appropriate.

Curriculum Co-ordinators when reviewing and enhancing their subject development consider the values of inclusion within the offered and delivered curriculum, through resources, communications and procedures. Opportunities are continually sought to provide first hand and expert opportunities to promote learning. Trips, visits and visitors are actively encouraged.

After School activities are provided, along with extra curricular activities. These are open to all children and parents or members of the community are invited to support such activities. All adults involved in such activities are CRB checked.

The Governing Body Management Committee are informed termly by the Headteacher of all inclusion developments. They discuss policies and practices, consider recommendations for organising teaching and learning to promote academic achievement for all. The Full Governing Body meet termly and receive reports from the Management Committee and the Headteacher, making recommendations and decisions as appropriate. The Governors make an Annual report to Parents on Inclusion. The Governing Body ensures the school complies with all related legislation, including specific and general duties. It ensures that the policy and its related procedures and strategies are implemented.

The Headteacher ensures that staff are aware of their responsibilities and are given appropriate training and support. The Headteacher will take disciplinary action against staff or pupils who discriminate or contravene the policies.

The teachers orchestrate their learning programme to ensure that all lessons are responsive to child diversity, accessible to all children, develop an understanding of difference and actively involve pupils in their learning. Teachers will provide for collaborative learning and assessment to encourage the achievements of all children. A classroom environment which

promotes discipline based on mutual respect will be provided.

Parents/carers and communities are invited to discuss any concerns or issues at any time and are given an annual opportunity to complete a questionnaire on how the school functions and can be improved. Through the fortnightly Newsletter keeps parents briefed on developments. All staff readily communicate and liaise with parents on issues related to their child's education.

The Pupils will be involved in discussions about their learning. They have feedback from teachers, set individual and group targets, discuss the learning programme, discuss issues and are able to make representation through the School Council

Policy into practice.

Annually the school sets targets of achievement especially in English and Mathematics at the end of Key Stage 2. Every child's achievements in English, mathematics, Science, and ICT are assessed and tracked. Through analysis these assessments then inform planning for learning.

The School Improvement Plan is monitored and reviewed annually. This allows for the raising of achievement to permeate throughout all aspects of school life and to embrace inclusion. All views of the community are considered when preparing the annual School Improvement Plan.

This policy has been prepared and shared with the staff and Governors. It was approved in the Summer Term 2005 and will be reviewed as part of the Curriculum policy Review Cycle.

This policy was reviewed September 2007.