

Cherry Lane Primary School

Inclusion Policy

Definition of Inclusion

"Inclusion is fundamentally an issue of Equality of Opportunity for all. The aim is to ensure that all children and young people fulfil their potential as citizens within their local community. It is the process of enabling all children and young people to be educated in an inclusive learning community. To achieve this we to develop flexible systems of learning, teaching and resourcing that removes barriers to participation. Through valuing diversity and meeting a wide range of needs, the achievements of all children and young people will be enhanced."

(Social Inclusion Unit)

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. Our policies combined (S.E.N -Gypsy/Traveller Communities - EAL - Gifted and Talented) helps us to ensure this happens for all children in our school - regardless of their age, gender, ethnicity, attainment or background.

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;
- Gypsy/Traveller Communities;
- Asylum Seekers and Refugees;
- Children who need support to learn English as an additional language;
- Looked After Children;
- Disabled Learners;
- Children with specific, moderate or significant learning difficulties;
- Gifted and talented children;
- Any children who are at risk of disaffection or exclusion.

The *National Curriculum and Primary Framework* 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;
- Using 'Multi-Agency' support.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do our children achieve as much as they can?
- Are their differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Is our tracking system efficient?
- Are we aware of any changes in family circumstances that might affect a child's performance in school?
- What other support groups in the community are there we can access for our families/children?
- Do we target our resources appropriately?

Admissions

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before each child joins our Nursery, the teacher makes a home visit. If there is a need, the teacher will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child.

Every Child Matters

At Cherry Lane School we fully embrace the Government's aim that for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution

- Achieve economic well being

(April 2006)

We will do this by informing all staff, governors and parents of our Inclusion Policy and ensuring it is a 'working' document. For our wider aims we will be seeking partnership with a wider cross-section of organisations and people.

Policies Combined

Attached to the Inclusion Policy are the combined Policies of ;

S.E.N;

Gypsy/Traveller Communities;

EAL;

Gifted and Talented.

(Nicola Fry - Inclusion Manager - March 2007)