



INCLUSION POLICY

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

In our Federation we have always aimed to provide a stimulating learning environment, that has varied according to the age of the child and across the whole curriculum. We recognise, and that will always be the case, that the curriculum is subject to imposed and developing change. When we accept that notion we are in a position to maximise individual potential and ensure that pupils of all ability levels, and staff at differing stages in their career are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills:
- Providing a broad, balanced and relevant curriculum:
- Using flexible and responsive teaching and learning styles;
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society;
- Developing a close partnership within and with the whole community, particularly, parents and governors

Identifiable Groups

We aim to be an inclusive community and offer equality of opportunity and diversity when needed to all groups of pupils within our school and preschool. These groups include;

- Boys and girls;
- Children from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Children who have English as an additional language;
- Children who have Special Educational Needs
- Children who are more able
- Children who are looked after children
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

English as an Additional Language

- Access to dual language texts, posters and displays;
- Access to word banks;
- Opportunity for visual literacy techniques such as reading pictures and drama;
- Provide opportunity for higher order thinking;



- Opportunity for discussion and cooperative learning;
- Opportunities to communicate in their first/home language;
- Display artefacts and materials which reflect the children’s home background;
- Encourage children to write their own dual texts, when appropriate;
- Participate in Black History Month, Refugee Week and Traveller History Month;
- Plan learning opportunities in lessons which reflect ethnic minority backgrounds.

Differentiation

We aim to provide a differentiated curriculum that meets the needs of all children, individuals and groups by:

- Setting suitable learning challenges;
- Responding to children’s diverse learning needs;
- Overcoming potential barriers to learning and assessment
- We aim to provide a happy, healthy and safe community by:
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our children;
- Providing high quality pastoral care, support and guidance, driven by the leadership team;
- Safeguarding the health, safety and welfare of pupils with linked policies.
- Listening and responding to the concerns of children and parents;
- Taking care to balance the needs of all members of the school community.

Monitoring

We should secure inclusive education for our children by constant review and evaluation. We will audit our provision on a regular basis in order to assess the impact of our inclusion activities.

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if this is not the case.

Signed..... Headteacher

Signed..... Chair of Governors

Date of adoption: 2015
Date for review: 2019