



# **Inclusion Policy**

**Autumn 2006**

## **Cavendish Primary School Inclusion Policy**

### **Aims and Objectives**

At Cavendish Primary we are committed to Equal Opportunities and Inclusive Education for all pupils, whatever their age, gender, ethnicity, attainment or background. In order to do this we pay attention to the needs of different groups of children in our school. This includes:

- Girls and boys;
- The diversity of ethnic and faith groups;
- Children with English as an additional language;
- Children with Special Educational Needs;
- Children with Disabilities;
- Gifted and Talented Children;
- Children who are at risk of disaffection or exclusion.

Inclusion is promoted through the following policies:

Special Educational Needs, Gifted and Talented, Race Equality, Punctuality and Attendance, Behaviour, Anti-Bullying, Health and Safety, Personal Social Health and Citizenship, Teaching and Learning, Curriculum Policies. See also Staff Handbook, 'Every Child Matters at Cavendish Primary School' and the Local Authority Admissions Policy.

### **Teaching and Learning**

Social inclusion is best promoted through high quality teaching and learning, with the National Curriculum as a starting point. All pupils should be given the opportunity to succeed and reach a high level of personal achievement.

We will meet pupils' needs by:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Working to overcome potential barriers to learning;
- Teaching for a range of different learning styles;
- Teaching pupils to appreciate and value the differences they see in others;
- Using materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Using opportunities offered to Cavendish from outside school e.g. Sports provision, Gifted and Talented provision through 'Excellence in Cities', Family Literacy Support;
- Ensuring school events, drama productions and assemblies reflect our diverse community and enable every child to experience success.

### **Monitoring and Self-Review, Evaluation**

The school will use and analyse all available comparative data to assess its inclusiveness concerning the above groups of pupils. This will include:

- Attendance data
- Performance data, e.g. SATs results, PIPS
- Data on pupils' attitudes, e.g. PASS (Pupil Attitudes to School and Self)
- National and Local Education Authority data

The Senior Management Team (SMT) will analyse and monitor the results of different groups (i.e. those identified above), reflect upon pupils' achievements and set appropriate educational challenges. The SMT will examine the outcomes of different groups and the impact of what Cavendish provides. The SMT will examine whether the school is meeting the needs of all pupils and will identify groups of pupils at risk of underachieving and who are not benefiting from appropriate provision at Cavendish.

Any significant variations in achievement, experience and benefit gained by different groups of pupils will be identified and explanations sought. If appropriate, significant trends will be acted upon, for example groups of pupils identified as underachieving will be given extra attention and progress will be monitored.

The Senior Management Team will report to the Governing Body through the SEN governor.

Written by:	Anna Coleman
Date:	Autumn Term 2006
Date to be reviewed:	Autumn Term 2009