

Inclusion Statement

At Courtland School we have several policies that address the way we support Inclusion. These include our policies for Special Educational Needs and Disabilities, Equalities, Safeguarding and Child Protection, Anti-Bullying, Behaviour, Gifted and Talented and Teaching and Learning. This statement embraces all of these policies.

What do we mean by Inclusion at Courtland School?

Our Mission Statement 'Everybody Can Be Somebody' embraces inclusive education. Inclusion is central to the work of our school and is a fundamental part of the ethos of the school. We believe in the inherent equality of all, irrespective of emotional needs and physical or mental abilities. At Courtland School we foster a sense of community and belonging. We value the diversity within our school and celebrate our similarities and differences. We want everyone to feel that they are a valued part of our school community.

At Courtland School we strive to be an inclusive school. We, in partnership with parents/carers and governors, have high expectations of all our children. We provide a broad and balanced curriculum for all pupils and strive to provide excellence and choice, incorporating the views of parents/carers and children. We recognise that for inclusion to be successful some children:

- may require different strategies for learning
- have different educational and behavioural needs and aspirations
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

We remove barriers to learning and participation by responding vigorously to pupils' diverse learning needs and setting suitable learning challenges.

Teachers respond to children's needs by:

- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour in order to take part in learning effectively and safely
- supporting individuals to manage their emotions, particularly trauma or stress.

We believe learning is without limits and we share the same high expectations and aspirations for learners and teachers as those laid down in the five key outcomes of the Help Children Achieve More agenda:

- our school community is supportive, secure and safe. We teach all the members of our school to be responsible for the safety of themselves and others. We do not treat all pupils in the same way, but take into account pupils' varied life experiences and needs
- we provide a curriculum which addresses issues of healthy living (physical, social, emotional and mental) and aim to meet the health needs of every person in the school
- we care for the learning, teaching, attitudes, achievements and well-being of every person in the school. We strive to ensure learning is enjoyable, exciting and fun. We provide a stimulating learning environment that promotes enquiry and where different kinds of achievement are recognised and celebrated. We offer new opportunities to children to help them overcome difficulties. We take children from where they are academically, socially and emotionally, not where they should be
- we encourage children to become actively involved in decision-making and teach them the knowledge, skills and understanding necessary to become informed, participative and responsible citizens and
- we provide high quality experiences and opportunities and promote financial literacy which link learning of key skills to real life situations.

Our Inclusion Statement encompasses all children including:

- girls and boys
- ethnic and faith groups
- EAL learners
- travellers
- asylum seekers and refugees
- children with SEND
- gifted and talented pupils
- children in care
- children with a chronic illness
- children living in complex family situations
- any child at risk of disaffection and/or exclusion
- children with behaviour difficulties

What we provide

- We differentiate our learning and teaching to give all children access to the curriculum.
- We are sensitive to and responsive to the cultural, ethnic, linguistic and racial mix of the school.
- Teachers and Teaching Assistants meet as a whole school once a week to discuss and raise awareness of the social, emotional and behavioural needs of individuals/groups.

- We use additional support when necessary. Individual or small group intervention programmes for English and Maths as well as programmes for specific skill development e.g. Motor Skills, Social Skills and Speech and Language Development. Outside agency expertise is called upon when appropriate to promote inclusion.
- We are developing our outreach work with neighbouring schools to enhance children's learning. All children should have the opportunity to learn about the needs of different children as preparation for life as citizens in a diverse society.

Assessing Educational Inclusion

We assess the effectiveness of our policy by continually monitoring and discussing the following:

1. Pupils' achievements
 - attainment & progress
 - behaviour
 - attitudes and values
2. Pupils' experiences
 - learning
 - teaching
 - attendance and punctuality
 - how well they are treated and how they treat others
 - exclusions
 - bullying/harassment
3. Benefits gained from what the school provides
 - curriculum access
 - access to extra-curricular activities
 - advice and guidance
 - security in their community
 - pride in their school

How we assess using the above headings:

1. Pupils' achievement
 - Teacher assessed/tested levels are collated to measure pupil achievement and progress. Pupil progress data is analysed termly by the SLT, Inclusion Manager and Class Teachers
 - Pupil awards - team/table points, Class Teachers own management strategies, Golden Time, Headteacher awards etc
 - SEN Support Plans, Behaviour Management, Pastoral Support Plans and Education, Health & Care Plans are monitored for evidence of inclusion.
2. Pupils experiences
 - Monitoring teaching and learning e.g. 1-1 teacher pupil conferencing. This will take into account the learning experiences that children are exposed to and ensure that the best learning occurs for all children

- Attendance and punctuality are rigorously monitored and data is available to enable us to summarise the attendance trends of individuals/groups across the school
- Through the school's Anti-Bullying policy, PSHE/SEAL and the work of School Council, there are opportunities for children to express their concerns about bullying, playground behaviour and relationships
- Patterns of exclusions are recorded.

3. Benefits gained from what the school provides

- All children have access to the full curriculum
- School uses extra funding to ensure that all children take part in educational visits.
- School provides a curriculum in excess of what is required by the National Curriculum in order that all children have the opportunity to excel in different forms of learning during the week. This includes focus weeks, before-school clubs, lunchtime clubs and after-school clubs.

All of the above, and issues arising from them, are regularly reported to the Governing Body.

Having identified issues to do with the achievement of individuals/groups within the school, staff and governors will:

- discuss at staff, governor and inclusion meetings
- create action plans to address the issue
- seek advice, if needed, from external agencies.

Policy set up:	Sept. 2007 G Kikuchi and agreed with all staff
Review date:	Sept. 2009, 2011, 2013, 2015 " "
Review date:	Sept. 2017 G Kikuchi and agreed with all staff
Date of next review:	Sept. 2019