



This policy will be monitored by
Last Reviewed

Educational Senior Management Team
May 2018

Policy for INCLUSION

This Policy should be read in conjunction the following (Available upon request):-

Guidance for Special Educational Needs (SEN)

Guidance for Gifted and Talented (G&T)

Position Statement for English as an Additional Language (EAL)

Aims

1. To achieve our school aim "a love of learning and confidence for life"
2. To seek, within the parameters set out in the Kellett School Admissions Policy, to offer an inclusive education, removing reasonable barriers to empower all students to achieve their personal goals and achieve success.
3. To provide entitlement and access for all students to a broad and balanced curriculum, ensuring enrichment and extension when required
4. To work in partnership with parents and other professionals, promoting a 'Team around the Child', sharing all reports and assessments in order to provide high quality education.
5. To ensure early identification of a student's learning needs.
6. To ensure learning needs and styles are being met within their class wherever possible; all teachers are teachers of students with individual needs.
7. To maintain procedures that are clear and effective in promoting high expectations.
8. To recognise that many factors contribute to students' diverse needs.

Policy Statement

The school recognises the diverse nature of the students we teach. We recognise the individuality of each student, not only in terms of intellectual, academic, emotional, social and physical development but also in terms of their interests, attainments, and previous educational life experiences and opportunities.

Guidance

1. Teachers should have the highest expectations for all students' progress, learning and attainment.
2. Reasonable steps and within the Kellett School resources an inclusive ethos should be maintained – all students should feel valued and supported as individuals regardless of gender, race, ability, disability or learning needs.
3. Students' contributions should be encouraged and responded to appropriately.
4. Mistakes should be recognized as part of learning. Risk taking and challenging ideas should also be encouraged.
5. During lessons and programmes of study, regular oral and written feedback relating to learning objectives, success criteria and targets should be given.
6. Resources should be accessible and organized taking individual needs into account.
7. Learning walks, drop in sessions, lesson observations will be carried out by teachers to monitor and develop differentiation for students with SEN and EAL, and those who are Gifted.