



**“Striving for Excellence in the community where everyone matters.”**

## **A POLICY FOR INCLUSION**

**Learning at Charville is underpinned by our Core Values, which are as follows:**

**Respect**  
**Independence**  
**Self-belief**  
**Honesty**  
**Caring**  
**Determination**

**This is an overarching statement of Charville as an Inclusive School**

## **Introduction**

Our school aim is to be an inclusive, values based school, welcoming all children from the local community. We are committed to ensuring all children fulfil their potential and to prepare them for life long learning.

## **Aims:**

As an inclusive school we are determined to meet the range of needs of all groups within our community:

- Girls and boys
- Children of all ethnic groups
- Children of all faith groups
- Families who have English as an Additional Language (EAL)
- Children with Special Educational Needs and Disabilities (SEND)
- Gifted and Talented children (G & T)
- Vulnerable families
- Looked After Children (LAC)
- Children who may be at risk of exclusion

## **Objectives:**

For all children to be successful the school will:

- Provide Quality First Teaching (QFT)
- Ensure effective communication between all stakeholders
- Support children's social, emotional and academic well-being
- Support children to develop and understanding of values in school, the family and the community
- Ensure early intervention and identification of any barriers to learning
- Enlist the support and expertise of relevant specialists
- Eliminate any prejudice and discrimination against any groups of pupils and to ensure all children are perceived positively.

## **Learning and Teaching:**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers will ensure that all children:

- Receive Quality First Teaching (QFT)
- Are taught in groupings that allow them to experience success
- Use creative materials suitable to their learning style
- Identify challenging targets that enable them to succeed
- Participate fully
- Feel secure and know their contributions are valued
- Will be given opportunities to work independently
- Will experience success
- Can access the National Curriculum through appropriate differentiation
- Have interventions that ensure that the children can overcome any barriers to their learning.

#### **Resources:**

There will be a planned allocated budget for Inclusion. This budget is identified to support the learning and teaching and this covers human resources, practical resources, both commercial/school based. This will be agreed by the Governors as part of the annual budget at the end of the Summer Term.

#### **Assessment, Recording and Reporting:**

- Targets for all pupils are appropriate, challenging and reviewed on a termly basis and achievement is valued
- Planning for all pupils incorporates both curriculum and individual led objectives
- Staff regularly observe, assess and record information about pupils' achievements, next steps etc for example based on end of year expectations
- All pupils are supported appropriately through assessments.

**INCLUSION Manager**

**Pupil  
Premium/  
Ever 6**



All staff

**The role of the Inclusion Manager/Senior Leaders and Co-ordinators:**

The role of the Inclusion Manager, Senior Leaders and other coordinators is outlined in 'Roles and Responsibilities document' which is available from the Inclusion Manager.

**Monitoring and Reviewing involving all stakeholders including Governors, parents and pupils:**

Planning, interventions, lessons and the classroom environment will be monitored in line with the Monitoring Timetable and in particular will be scrutinised for progress of vulnerable groups and individuals.

The progress of all children will be monitored and reviewed termly by the Phase Leader using Pupil Tracking set up in SIMS, who will then review this with the Leadership Team/ Inclusion Manager/Assessment Coordinator and then to the class teacher through termly Pupil Progress meetings. Action from the Leadership Team and Pupil Progress Meetings will be reported to Governors. Parents and pupils will be involved in the development of any action and provision through the Assess, Plan, Do, Review cycle (APDR). The Inclusion Manager will ensure that all parents and pupils have someone within the school community to discuss the progress of their child, ask questions and raise concerns.

**Date approved by Governors: Spring 2015**

**Review Date: Spring 2017**



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**A POLICY FOR THE IDENTIFICATION OF VULNERABLE CHILDREN AND FAMILIES**

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- Determination**

## **Basic information about the school's educational and pastoral provision.**

### **1. The objectives of the Governing Body**

- To ensure that every child feels safe and valued
- To ensure the child's educational and emotional needs are identified as quickly as possible
- To work in partnership with parents/carers to meet the family needs
- To assess the needs of the child, and where appropriate, consult with other agencies
- To provide a suitable programme of work to support the child's learning and development
- To ensure that all staff are able to and do meet their responsibilities for meeting individual needs.

### **2. Persons responsible for co-ordination;**

**Inclusion Manager**

**SEND Governor**

**Child Protection Officer**

**Child Protection Governor**

**Looked After Children Co-Ordinator**

**SENCO**

**Pastoral Manager**

**Governor responsible for Pupil Premium/ Ever Six**

For details of who holds these roles contact the inclusion manager.

### **3. Identification**

- All staff, as part of their daily role, interact with the children and pick up clues about their emotional wellbeing as well as their academic performance
- Lack of progress will be discussed with the relevant co-ordinator and necessary steps taken to assess needs and amend the programme of study or level of support for the child
- If performance or behaviour have changed the child will be discussed with the Phase Leaders and Pastoral Manager to allow for early intervention
- In a case where we feel that the child is not thriving we will investigate school and family life to find out what the cause may be. Parents will be fully informed of our concerns. **N.B. Where we feel a child is at risk Child Protection procedures would be followed**
- The school works closely with the Child Development Centre, CFACS, the Speech Therapist and Occupational Therapist as appropriate to any need
- The school liaises with Social Care and the EWO as appropriate.

### **4. Partnership with parents**

- The school will happily arrange to meet any parents/carers to discuss concerns, and parents/carers are encouraged to feel confident coming in to school
- Parents/carers are encouraged to work as parent helpers within the classroom
- The school encourages parents to contribute to the programme and provision made to meet their child's individual needs
- In the EYFS home visits are made by the class teacher and Nursery Nurse
- The school follows the guidance set out within the Code of Practice on Parent Partnership.

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