



Inclusion Policy

Primary and Secondary Academies

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Our Vision

CHAT Academies share the belief that diversity of abilities, strengths and needs is a factor to be valued in a learning community. We uphold the view that each member of that community has an equal right of belonging and of full access to learning opportunities, regardless of age, sex or background.

We believe that the primary focus of inclusive education must be to foster a learning community in which difference is celebrated and each individual is treated with dignity and respect.

We work to provide a stimulating learning environment across the curriculum which maximises individual potential and which fits students of all abilities to meet the challenges of work and life.

- The Trustees, the academy's governing body and its head teacher are responsible for ensuring compliance with Equalities / Disability and Special Educational Needs and Disabilities (SEND) related legislation.
- The academy's governing body and its head teacher are also responsible for overseeing the implementation and monitoring of the policy liaising with CHAT Academies chief executive officer for review and approval to ensure quality of provision and continuous improvement. The views and feedback of parents / carers, students and teachers will also be considered and used to improve provision.
- The academy's head teacher will ensure all staff so are aware of their responsibilities under the policy and may need to offer them appropriate training and support.
- The subject co-ordinators will analyse student performance by gender, ethnicity, ability and SEND using internal progress data and all other relevant analysis. The outcomes for these groups of learners will be compared with national outcomes for similar students
- The progress and performance of the 'academically most able' pupils, 'ethnic minority achievement' (EMA) pupils and those with special educational needs and disabilities (SEND) will be monitored and analysed.
- The impact of this policy, outcomes for groups of students and progress in meeting relevant targets in the academy development plan will be reported to Governors and Trustees through the head teacher's report and through reports from the SENCO / Academy Inclusion lead at appropriate meetings.

Aims and objectives

CHAT defines Inclusion as valuing all aspects of development and learning. This includes social and emotional well-being, academic achievement and the importance of individuality. We recognise that the adults, children and young people across our academies represent and experience a wide breadth of difference in backgrounds and needs. We are fully committed to promoting and to achieving an inclusive environment in which access to learning is considered a right for all and in which participation in the whole life of the academy is seen as fundamental to this right.

A clear set of principles form the basis of our aims for Inclusion which can be summarised as:

1. **Striving for equality of opportunity for all**
2. **Support for diversity**
3. **Promotion of a culture of belonging**

All classroom or subject teachers are considered as responsible for the provision of the necessary challenge and support; to enable all students to achieve their potential. This may mean the implementation of specific classroom strategies and / or differentiated teaching to allow for equity in curriculum access.

1. Striving for Equality

<u>Principle</u>	<u>Objectives</u>	<u>Strategies and Procedures</u>
Striving for Equality	<p>Curriculum access will be made a possibility for all.</p> <p>Early and accurate assessment of a learner's needs.</p> <p>Progress assessment is consistent across the academy.</p>	<p>Systems in place to enable all learners to voice their own views of learning needs and setting of learning goals.</p> <p>Early and effective intervention is put in place to match</p> <p>Internal moderation</p>

2. Support for diversity

<u>Principle</u>	<u>Objectives</u>	<u>Strategies and Procedures</u>
<p>Diversity implies recognition of difference.</p> <p>Diversity is met as far as possible through a fair and balanced sharing, use and distribution of resources, including adaptations of space.</p> <p>Recognition of difference is never equated with inequality.</p>	<p>Acknowledgement of different forms of success and achievement.</p> <p>Set effective and appropriate learning goals that stretch and challenge students of all backgrounds, abilities and dispositions.</p> <p>The creation of a culture of respect and acceptance of individual and group differences.</p>	<p>Public acknowledgement of individual effort such as at assemblies.</p> <p>A flexible continuum of provision to offer a range of learning possibility.</p> <p>Staff to model an ethos of 'zero tolerance' for prejudice or discrimination.</p> <p>Consistent upholding of the academy's standard of 'values and virtues'.</p>

<u>Principle</u>	<u>Objectives</u>	<u>Strategies and Procedures</u>
<p>Recognition that individual strengths, abilities and needs contribute to the richness of a whole academy environment.</p> <p>We believe that everyone may take the next step in learning given the appropriate environment.</p>	<p>Specific needs of students are identified and interventions aim to capitalise on the individual's unique profile.</p> <p>Teachers endeavour to monitor their own curriculum organisation, planning and style of delivery.</p>	<p>Provision of planned and appropriate support, making full use of the advice of other agencies or professionals as appropriate.</p> <p>Staff provided with continued professional development to help their awareness of possible systemic barriers to learning.</p>

3. Promoting a culture of belonging

<u>Principle</u>	<u>Objectives</u>	<u>Strategies and Procedures</u>
<p>The well-being of all students is the shared responsibility of all staff.</p> <p>All members of our learning environment are entitled to expect the academy to be a place of safety and security where learning can be enjoyed.</p> <p>A sense of belonging is built in a culture of respect and fairness.</p>	<p>Staff are alert to any signs of vulnerability or unhappiness.</p> <p>Participation in the whole life of the academy is encouraged and positively promoted for all.</p> <p>Each student is encouraged to play their part in the responsibility for an environment of tolerance and in the acceptance of the rights of others.</p>	<p>Listening and responding to a concern raised by a child or adult with reference to the Safeguarding Officer.</p> <p>Resources will reflect the diversity of social and cultural backgrounds without stereotyping.</p> <p>Training in rational emotive thinking skills offered to staff and students and applied in everyday settings.</p> <p>Rewards and sanctions are used creatively in the maintenance of a secure space for all.</p>