

West Exe Children Centre

Informing Practice Inclusion Policy.

Aim

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- · girls and boys;
- · minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- · children with special educational needs;
- · able, gifted and talented children;
- · children who are at risk of disaffection or exclusion;
- · travellers;
- · asylum seekers.

Rational

West Exe Children's Centre values the individuality of all children. In line with the EYFS we truly believe children are unique. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs and by working in partnership with others. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the centre promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

GUIDELINES TO DELIVERY

The Senior teacher takes responsibility to ensure that the curriculum is of the highest standard.

The EYFS is key in planning our curriculum. We meet individual needs through:

- ❑ setting suitable learning challenges and learning through play.
- ❑ responding to children's diverse learning needs;
- ❑ planning from children's interests.
- ❑ overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- ❑ our commitment to 'Every Child Matters' agenda;
- ❑ working in Partnership with agencies.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

1. Do all our children achieve their best?
2. Are there differences in the achievement of different groups of children?
3. What are we doing for those children who we know are not achieving their best?
4. Are our actions effective?
5. Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We make ongoing assessments of each child's progress. Teachers use this information when planning. It enables them to take into account the abilities and needs of all their children.

Staff are familiar with the equal opportunities legislation covering race, gender and disability.

Staff ensure that all children:

- ❑ feel secure and know that their contributions are valued;
- ❑ appreciate and value the differences they see in others;
- ❑ take responsibility for their own actions;
- ❑ are taught in a way that allows them all to experience success;
- ❑ use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- ❑ have a common curriculum experience that allows for a range of different learning styles;
- ❑ have challenging targets that enable them to succeed;
- ❑ participate fully, regardless of disabilities or medical needs.

PARENTS AS PARTNERS (EYFS)

We will work in partnership with parents to ensure that this policy meets the needs of their families.

PARNERSHIPS

We will work in partnership with other agencies including services based here and outside agencies. This includes community groups such as Planet Rainbow.

SUMMARY

In our centre we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

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On behalf of the Governing Body

Renewed:
Next Renewal Date