

Inclusion: Summary of the Policy Statement

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

Three principles of inclusion:

A. Setting suitable learning challenges

Every pupil should have the opportunity to experience success in learning and to achieve as high a standard as possible. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. For pupils whose attainments fall significantly below or exceed the expected level at a particular key stage, a much greater degree of differentiation will be necessary.

B. Responding to pupils' diverse learning needs

Pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Every effort should be made to create learning environments that encourage pupils' motivation and concentration and provide equality of opportunity through varied approaches.

Creating effective learning environments

The contribution of all pupils is valued: all pupils can feel secure and are able to contribute appropriately. Stereotypical views are challenged and pupils learn to appreciate/view positively differences in others, whether arising from race, gender, ability or disability.

Providing equality of opportunity

Boys and girls are able to participate in the same curriculum, avoiding gender stereotyping. The fullest possible participation of pupils with disabilities or particular medical needs is facilitated in all subjects.

C. Overcoming potential barriers to learning and assessment for individuals and groups

A minority of pupils will have particular learning and assessment requirements that go beyond the provisions described in sections A and B which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. Provision for these pupils is made in line with the SEN Code of Practice.

Managing emotions and behaviour

Pupils are encouraged and supported in managing their behaviour and emotions by setting realistic demands and through a clear structure of rewards and sanctions.

A copy of the full Inclusion Policy can be obtained from the school office or by email

Provision for Pupils with Special Educational Needs

Daubeney Middle school recognises that all pupils have individual needs.

A pupil has special educational needs (SEN) if he/she has a learning difficulty that calls for special educational provision to be made for him or her. A pupil has a learning difficulty if he/she has:

- a significantly greater difficulty in learning than the majority of children the same age;
- a disability which prevents or hinders him/her from accessing educational facilities provided for children of the same age in schools within the LA.

Children should not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught (Education Act, 1996, Section 312).

Disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).

Daubeney Middle School's policy is based on key principles:

- all pupils have the right to a broad, balanced and relevant education;
- the recognition of a continuum of need;
- early intervention;
- responsibility for SEN lies collectively with all staff;
- the use of best practice can minimise the impact of SEN;
- pupil participation in decision-making;
- parents as partners in education;
- integration of all agencies involved with the pupil.

It is also underpinned by the principles embodied in 'Every Child Matters' (ECM):

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

- being healthy;
- staying safe;
- enjoying and achieving;
- making a positive contribution;
- achieving social/economic wellbeing.

At Daubeney Middle School we develop personalised teaching and learning approaches: differentiation written into all policies and incorporated into teachers' planning; IEPs; use of SMART targets and we involve pupils and parents.

We encourage regular opportunities for formal and informal communication: regular parents' evenings and reports, Provision Maps and SEN review meetings. We also encourage parents to raise any concerns/ enquiries at an early stage; provide Parent Partnership information; and provide access to the school's formal complaints procedure.