

Inclusion Policy

General statement:

This inclusion policy has been approved by the staff and management. Rahul Education believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At Rahul Education, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Aims:

Rahul Education aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity

Objectives:

- Ensure implementation of government and Local Authority (LA) inclusion recommendations.
- Ensure the organization's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers and outside agencies in supporting their child's education.
- Guide and support all staff, management and parents in inclusion issues.

Definition of inclusion:

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social and social background, and the maximising of resources to reduce these barriers.

Coordinating of inclusion:

The role of the Inclusion manager is to monitor the inclusion policy and report annually to the governing body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants; purchase appropriate resources; monitor pupil progress; liaise with parents; coordinate cross-phase/ cross-transition; coordinate external specialist provision. The Inclusion Manager is responsible for keeping the Management informed about inclusive provision. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive provision:

Rahul education offers a continuum of provision to meet diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class. Additional in-class support is available in all classes, which is provided by teaching assistants. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. Staff support pupils with emotional and behavioural difficulties, as well as working with the more able and talented pupils in need of extension and enrichment.

Assessment procedures:

All children deserve to have their achievements and progression recognised and the organization's curriculum reflects the different levels of attainment likely to be achieved.

Rahul Education fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, the P scales for pupils with learning difficulties and the National Curriculum levels of attainment. All teachers monitor and review pupils progress using these assessment criteria. In order to ensure accurate assessments are made, teachers moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and tracking. Pupils are set individual challenging targets which are in line with guidance that all pupils, irrespective of difficulties, should make two sub levels progress a year. Pupil progress is monitored and reviewed termly.

Rahul Education certifies for achievement and outstanding work and performance, effort, that contributes to raising pupil self-esteem and motivation. Where there are behaviour difficulties in a class behaviour plan is implemented. If this is not successful then an individual behaviour plan is explored.

Professional development:

The Assistant Head Teachers oversee the professional development of all teaching staff and support assistants. Staff are kept fully informed about national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the organization. Staff are also encouraged to observe good inclusive practice within organization.

Parent partnership:

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process. All parents are welcome to contact the Inclusion Manager if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the teachers regarding their child's progress.

Evaluating the inclusion policy:

The inclusion policy is reviewed annually at the end of the academic year. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors, and the comments from the annual parent questionnaire. In light of the findings, the policy is revised and amended accordingly.