



Lythe CEVC School

Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.

Policy for Inclusion

Document Status			
Date of Next Review	November 2018	Responsibility	<i>Head Teacher Lisa Armstrong</i>
Success Criteria for review completion	Adopted by FGB	Responsibility	<i>Chairs of Governors Sarah Arnold Jo Stonehouse</i>
Date of Policy Creation February 2016	Adapted school written model	Responsibility	
Date of Policy Adoption by Governing Body 22 nd November 2017		Signed Lisa Armstrong	
Method of Communication (e.g Website, Noticeboard, etc) Website			

Definition of Educational Inclusion

Educational Inclusion is about providing equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

Lythe CEVC School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and life. All children are of equal worth and are helped to live life in all its fullness within the context of a distinctively Christian environment.

Objectives

Educational Inclusion at Lythe CEVC School will be achieved by:

- designing a curriculum to promote a full range of learning, thinking and life skills
- providing a broad and balanced curriculum
- using flexible and responsive teaching styles
- equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsive and valued members of society
- developing a clear partnership with the whole community, particularly parents/carers

Aims

We aim to be an inclusive school and to offer equality of opportunity to all groups of pupils within the school. These include vulnerable pupils such as:

- boys and girls
- pupils with disabilities
- pupils with Special Educational Needs and Disabilities.
- pupils from different ethnic groups
- pupils for whom English is an additional language
- pupils from different faiths
- pupils with emotional, behavioural or social needs
- disaffected pupils
- pupils who are Looked After Children
- pupils who are more able
- pupils who are from a travelling background

We aim to provide a differentiated curriculum which meets the needs of all pupils, individuals and groups by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment
- deploying all available support effectively
- involving Teaching Assistants in planning and delivering the curriculum
- seeking and deploying support from external agencies as appropriate

We aim to provide a happy, healthy and safe school by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of pupils
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by monitoring and evaluating through the following mechanisms:

- seeking pupils' views through Circle Time, pupil voice surveys, use of TooToot, and sharing of targets
- Head Teacher, subject leaders and governors monitoring how planning and differentiation is undertaken throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account
- analysis of data, focusing on the progress made by identified groups of pupils
- whole-school review procedures
- progress report to Governors through the Head Teacher's Report to the Governors

Links to External Agencies

The School will make use of teachers and facilities from outside the school, including various support services:

- The Inclusive Education Service
- Educational Psychologist
- Healthy Child Team
- The Prevention Service
- Children's Social Care

Conclusion

Training opportunities will be available to all staff to develop inclusive strategies.

Lythe School follows the North Yorkshire Equalities Scheme and our Action Plan has been formulated to ensure that a Strategic Plan is in place for physical access to the premises (this replaces the Disability Accessibility Plan).

Links to Other Policies

This policy should be read in conjunction with all other relevant policies:

- Behaviour Management Policy
- Admissions Policy
- Equalities Scheme
- SEND Policy