



All Saints' School Inclusion Policy

Introduction

All Saints' School is an inclusive school. We welcome all children, without exception, to join and thrive in our school. We are willing to modify activities so that every child is able to join in; whilst at the same time challenging all children including the most able. We value every child as an individual and celebrate their achievements.

Aim

To include all children and to provide them with an appropriate education enabling them to fulfil their potential and to enjoy their life at school.

The School's Practice

All children are provided with a balanced and appropriate education to their aptitude and ability following the National Curriculum and for those working below Year 1 expectations regular assessment is carried out using the B Squared assessment tool.

Every effort is and will be made to respond positively to every child's needs be they cultural, linguistic, religious, physical, emotional or psychological. Teachers are expected to value and celebrate cultural, linguistic and religious differences and to challenge frequently encountered stereotypes and prejudices. The school's policy is to identify physical, emotional, psychological or learning need as early as possible; to seek professional advice to effectively meet the child's needs in a "Team around the child" approach, listening carefully to parents and carers and taking into account professional advice given and where possible including outside professionals in the team. This will usually result in a School Support Plan which will take into account the learning needs of the individual.

As a Strategically Resourced School for children with an autistic spectrum condition (ASC) and a modified school for children with physical and medical difficulties we admit children whose needs can not be met in their local school. As a school we recommend that children start as early as possible in order to establish patterns of positive behaviour.

The inclusion of children with an ASC is a staged process and they are not included in the main school until the child is able to manage emotionally, socially and at an academic level in the classroom environment. The inclusion may start with a single lesson each week or for longer periods such as maths or literacy.

If a child's behaviour in the main school is too challenging or they are no longer able to cope with the mainstream classroom environment the class teacher and support staff may ask for the child to return to the Strategically Resourced Area of the school (SRA). Children with ASC generally arrive and leave from the SRA of the school so are effectively withdrawn for 15% of the day. The ultimate aim is for children to be included and succeed in the main school. Children with an ASC can eat lunch together in their own dining room. Some children with an ASC, on occasions, can be extremely challenging; as can some children with Emotional and Behavioural Difficulties.

If appropriate children with an ASC are able to go on their class residential as well as the residential for children of all ages with an ASC.

Summary

At All Saints' School we value each and every child as an individual. We work hard to meet the needs of all children at our school and ensure that they are happy, fulfilled and enjoy their education.

Approved at the meeting of the Full Governing Body: 19 October 2020