



Inclusion Policy

Mission Statement

*At St Giles we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way.
Our enthusiasm and positive energy makes St Giles a truly happy and vibrant place to be.*

Introduction

At St Giles School we value the individuality of all of the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. 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 this school promotes the individuality of all our children, irrespective of disability, attainment, age, ethnicity, religion and belief, gender and sexual identity.

Aims and objectives

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.

Inclusion in school

The Early Years Foundation Stage, National Curriculum and Equals 14-19 curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- a creative curriculum that makes learning relevant and engaging;
- high levels of differentiation;
- realistic but challenging targets;
- a range of accredited courses for our KS4 and KS5 pupils that challenge and reward their achievements;
- providing appropriate equipment, resources and staffing to overcome potential barriers to learning;
- extra curricular opportunities in and out of school;
- providing medical and therapy support;
- training staff to meet the learning, medical and therapy needs of their pupils

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

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our interventions effective?
- are we successful in promoting equality and preparing pupils to live in a diverse society?

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, set targets and track progress. This enables teachers to plan appropriate teaching and learning activities that challenge and extend their pupils.

We analyse the progress of individuals and groups of pupils across the school to ensure that all pupils are achieving as much as they can and to identify areas of development for the Whole School Development Plan.

Teachers are familiar with the school's Equalities Policy and they aim to fulfill this by ensuring that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;

- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social, cultural and religious backgrounds;
- have a common curriculum experience that allows for a range of different learning styles;
- participate fully, regardless of disabilities or medical needs.

Pupils are grouped in classes according to age and ability to ensure that differentiation and delivery of the curriculum can be well matched to the needs of the pupils.

Pupils come together in their departments for assemblies, playtimes, clubs and special WOW events. WOW events help the curriculum come alive and inspire and celebrate learning e.g. a 'Super Hero' convention for Secondary, a 'Flight to Brazil' for the carnival for Primary, Chinese New Year activities for EYFS.

Classes also come together for special activities, e.g. on World Book Day and Science Day older students work with younger students to share stories and science experiments. The whole school comes together for special assemblies at the end of each term.

All pupils take part in educational visits to support the curriculum and we also invite a wide range of special visitors into school to give pupils real experiences e.g. concerts, plays, fire officers, ZooLab.

Inclusion in the wider community

To ensure that all pupils receive the broadest possible educational and social opportunities, the school links with other schools and groups across Croydon, e.g.

- Primary pupils sing in the Croydon Primary Schools choir each year
- Secondary pupils compete in the Boccia and Panathlon competitions and London Youth Games
- Early Years pupils visit a local Nursery for shared experiences
- The local Primary School joins the Primary Department for shared events
- The school is a member of the Croydon Special Schools Partnership and Coulsdon Cluster
- Secondary pupils plan shared activities with a local care home for the elderly
- Year 10 pupils take part in work experience in the local community

We promote inclusion in the community and find opportunities for the successes of our pupils to be celebrated, e.g.

- A Jack Petchey Award is presented each term and the winners attend a Croydon event to receive their awards.
- Pupils attended Croydon Youth Congress to share their views

We welcome visitors to St Giles to share the fantastic achievements of pupils and to develop the practice of our mainstream and special school colleagues, e.g.

- Training sessions for professionals led by members of staff
- NQT learning walks
- Open mornings for family members, professionals, prospective parents and members of the community
- Christmas and Summer shows
- Summer Fair

Some pupils make significant progress during their time at St Giles and are supported to transfer to more appropriate provision. This is discussed carefully with parents and carers at the Annual Review and school and home look together at settings and manage a transition package with the identified setting.

Inclusion and equality

The diversity of our society is celebrated throughout our creative curriculum, our assemblies, resources and displays. Incidents of discrimination are very rare but when they occur they are followed through with the pupils involved and their parents. Incidents are recorded and reported to the governing body and the LA by the headteacher.

All departments within the school maintain a commitment to equal opportunities and the promotion of equality. The school recognises that the discrimination that disabled pupils experience can be rooted in the barriers of

attitude, environment and organisation of society. We therefore endeavour to develop an ethos where all pupils are welcomed, supported and valued, and positive relationships are intentionally built.

Summary

In our school 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.

This policy should be read in conjunction with the policies for Equalities, Special Educational Needs and Curriculum.

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed: Chair of Governors

Signed: Headteacher

Date for next Review: