Inclusion Policy

Aldwickbury School is committed to providing a learning environment which ensures equality of opportunity for all pupils enabling them to reach their full potential. We encourage a respect for moral values and promote the spiritual, moral, social, cultural, academic and physical development of all our pupils, including a tolerance of other religions, traditions and cultures. This policy also applies to EYFS.

Aims

- To provide an education that encourages and motivates pupils of all abilities to achieve to their full potential, both inside and outside the classroom.
- To ensure that the curriculum and organisation of the school allows pupils to learn at a pace that is appropriate for them.
- To ensure a range of differentiated resources to meet the needs of all pupils.
- To ensure that staff meet the needs of all pupils through effective planning, delivery of lessons, including appropriate differentiation, learning objectives and outcomes and contributing to the setting of pupil targets.
- To provide training to develop the expertise of staff in dealing with pupils of differing abilities.
- To ensure that pupil information is accurate, up to date and accessible to all staff.
- To monitor and track the progress of all pupils in the school, leading to an assessment of value-added.
- To provide an environment which promotes harmony and prepares our pupils to live in a diverse society.

Identification and assessment of pupil needs

Pupils' needs are identified using a range of methods:

- School Examinations in Years 3 to 8.
- If boys join the School after Reception assessments at an age appropriate level are administered to identify the ability and suitability of the candidates.
- Standardised Tests such as CATS, reading tests, spelling tests, EYFS tracking and PIMs (Progress in Maths) are used as a tool to monitor academic performance.
- Effort and Attainment grades – at least every half term in Years 5 to 8.
- Teachers' observations and informal assessments.
- Work scrutiny.
- Pupil self-assessment.
- Pupil discussion and interviews - often in form periods.
- Referral to the Learning Support teacher.

- Referral to outside agencies such as Educational Psychologist and Speech/Audio Therapist.

Accessibility and dissemination of data

- The results of examinations and standardised tests are entered and stored in Assessment Manager (part of Sims.net, the school's information management system).
- Teachers' own records and assessments are kept in their Educational Record and Planner file.
- Learning Support summaries and suggestions for meeting their needs are discussed with members of staff by the staff responsible.
- Results of tests carried out by external agencies such as an Educational Psychiatrist are summarised and discussed and disseminated by the appropriate staff.
- The pupil tracking system is managed by the Director of Studies and can be accessed by all staff.
- Regular assessment and tracking meetings are held with teachers of a particular year group where information is shared and strategies for meeting needs discussed.
- The Director of Studies alerts staff immediately if a pupil is perceived not to be achieving to their potential as highlighted in an Effort and Attainment Grade card, a school examination or when given data by an individual teacher.
- Essential medical information is held in the Matron's office and shared with staff via hard copies to individuals and a notice in the staffroom.
- Any other information is disseminated via daily staff briefings.

Roles and responsibilities

The Headmaster

The Headmaster has overall responsibility to implement and monitor Aldwickbury's policy of inclusion. On a daily basis this is delegated to the Director of Studies, Head of Pre-Prep and the Head of Individual Development (start date January 2017) who manages the provision for pupils with special educational needs or learning difficulties.

Director of Studies

- Manages the assessment and recording procedures and tracks the progress of individual pupils in the school.
- Ensures that all data is readily accessible to staff.
- Monitors departmental policy documents and schemes of work and ensures that they are inclusive and meet the needs of pupils of all abilities.
- Monitors teachers' planning and ensures effective delivery.
- Monitors teachers' recording and use of all data.
- Encourages the creation of an ethos where the individual is valued and all strengths are celebrated
- Involves pupils by discussing with them individual performances and targets for improvement.
- Provides accurate and up to date information for the Headmaster.

The Head of Departments

Ensures that the needs of pupils of all abilities are being met in their subject area through:
- Clearly defined recognition of need in all departmental documentation based upon relevant information such as the Learning Support provision map, the Gifted and Talented register, all assessment and attainment data etc.
- Effective differentiation in schemes of work and all planning and teaching.
- The implementation of and use of Assessment for Learning.
- Effective monitoring of pupil progress using lesson observations, work scrutiny and discussion with individual pupils and staff members.
- The use of target setting.
- Appropriate staff training and induction.
- Effective liaison with the Learning Support teachers and the Director of Studies

The Subject Teacher

Ensures that the needs of pupils of all abilities are met by making effective use of all data provided to:
- Include differentiation in all planning, preparation of resources and teaching.
- Give pupils clear learning objectives and outcomes based on their ability.
- Monitor and record pupil progress and set targets for improvement.
- Identify their own training needs and attend inset and/or courses to develop required expertise.

The Form Teacher/Tutor

Manages and monitors the provision of an inclusive education for all their pupils allowing them to develop fully their abilities within the context of the spiritual, moral, social and cultural framework of Aldwickbury.

The Pupil

Takes full advantage of the inclusive education on offer to develop to their full potential whatever their abilities or needs.

Headmaster
August 2016