

Inclusion Policy

Table of Contents

1. Rationale.....	1
2. Aims and Objectives.....	1
3. Heading	Error! Bookmark not defined.
4. Heading	Error! Bookmark not defined.
5. Related Policies.....	3
6. Annex.....	3

Publication Date	September 2018
Review Date	September 2020
School leader responsible	Head / SLT
Senior Management member responsible	CEO

1. Rationale

Educore Services schools are inclusive schools which focus on the well-being and progress of every student and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs. This policy outlines our commitment to recognising, respecting and valuing difference. The purpose of the inclusion policy is to remind and support our community in taking account of differences and striving to remove any barriers and disadvantages created by disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our schools.

It is important that all members of our school communities feel a sense of belonging within their school and their wider communities and to know that they are respected and able to participate fully in school life. It is important that all staff are committed to giving all students every opportunity to meet their full potential.

Inclusion describes the process of ensuring equality of learning opportunities for all children and young people in our care. When considering inclusion we aim that all students are and continue to: be healthy; stay safe; enjoy and achieve both at school and after their school life ends, and make a positive contribution to school life and to wider society for the rest of their lives. Inclusion is a process of breaking down barriers to learning, participation and belonging.

2. Aims and Objectives

- To ensure equality of opportunity for all students in Educore Services schools in all areas of school life.
- To ensure that individual strengths are recognised and all students achieve their potential.
- To remove the barriers to learning and participation that can hinder or exclude individual students or groups of students.
- To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
- To use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses amongst the following groups:

- girls and boys
- disadvantaged students
- different ethnic groups
- students who need support to learn English or Kiikaonde as an additional language
- students with special educational needs
- students with disabilities or medical needs
- gifted and talented students
- students who are at risk of disaffection or exclusion.

3. Inclusion through the curriculum

Depending on the school group and phase, the Cambridge, IPC or Zambian curricula are our schools' starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the relevant curriculum to meet the needs of individuals or groups of children.

Teachers at all schools achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our students achieve their best?
- Are there differences in the achievement of different groups of students?
- What are we doing for those students who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing students to live in a diverse society?

This analysis takes place continually in schools at classroom and whole school level. Opportunities to ask these reflective questions come through (but are certainly not limited to):

- Analysis of student progress and attainment data;
- CPD and training;
- Lesson planning;
- Parent-teacher and teacher-student meetings;
- Peer teaching and observation;
- SEN and EAL/ESL provision; and
- Staff appraisal.

4. Teaching & Learning

Educore Services teachers in all ES schools ensure that all students:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;

- Can participate safely and fully in all activities regardless of gender, ability or religious belief;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;

When students in our schools have disabilities, we are committed to meeting the needs of these students, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students, and teachers will modify teaching and learning methods and expectations as appropriate for students with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work undertaken by disabled children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- Is adapted or offers alternative activities in those subjects in which students are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies; Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- Use assessment techniques that reflect their individual needs and abilities.

5. Related Policies

The following documents are related to the Inclusion Policy:

Pos	Description	Filename / Link
	Educore Services Code of Conduct	
	Educore Services Equality Policy	
	Educore Services Health & Safety Policy	

6. Annex

The following documents are an integral part of the Inclusion Policy:

Pos	Description	Filename / Link