

Aberdare Community School Ysgol Gymunedol Aberdâr



Inclusion Policy

Date Adopted	27th September 2023
Signature of Headteacher	<i>Lucretia Morgan</i>
Signature of Chair of Governors	<i>M. Morgan</i>
Date to be reviewed	September 2024

Aberdare Community School – Statement on Inclusion

At Aberdare Community School we aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Using flexible and responsive teaching and learning styles
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole community, particularly parents.

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

- from minority faiths, ethnicities, travellers, asylum seekers, refugees
- who have English as an additional language
- who have Special Educational Needs/Additional Learning Needs
- who are More Able and Talented
- who are Children Looked After
- who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- with disabilities including those with physical, sensory or mental impairment, and learning difficulties (such as dyslexia) or a diagnosed condition such as ADHD or ASD.

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

- Setting suitable learning challenges

- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment

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

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students
- 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 students by reviewing and evaluating what is done:

- Does each student achieve as much as they can?
- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to student diversity, to material resources being used to support learning and participation for all.

This policy should be read alongside:

- *WG Circular 203/2016: Inclusion and Pupil Support*

- School policies on Admissions, Behaviour, Safeguarding, Special Educational Needs, Anti-bullying and Attendance.

This school believes that every pupil has an entitlement to strive for excellence. Educational experiences are provided which develop pupils' achievement and recognise their individuality. Diversity in our community is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a pupil's right to a broad, balanced and relevant curriculum which is appropriate to their individual abilities, talents and personal qualities.

The School is committed to the following principles:

1. No pupil, or group of pupils will be discriminated against on the basis of their gender, sexual orientation, colour, race, religion, nationality, ethnic, national origins or disability.

Any form of abuse or harassment which prejudices this principle must be reported to the Head of School, who will investigate the matter, and if necessary, take the relevant action.

2. The school will seek to meet the needs of all its pupils, including those who may be missing out, are difficult to engage or are feeling in some way disengaged from school.

3. The school will carry out its duty towards all pupils by ensuring that they are all treated fairly. Staff planning school trips will check accessibility before making arrangements, with due regard for disabled pupils. Specific examination arrangements to assist disabled pupils will be put in place. An Accessibility Plan is in place to audit and schedule the improvement of facilities.

4. Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs is essential.

5. Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of

every pupil. The school has high academic and behavioural expectations of all pupils in all subjects. Ensuring social inclusion is the responsibility of every member of staff, teaching and support.

6. With respect to important educational decisions which affect their lives, both pupils and their parents are entitled to be treated fairly

Attendance

It is the responsibility of the parents to ensure that their child attends the school full-time, and to be on time, unless the reason for their absence is unavoidable.

Maximising attendance at the school is a priority. Parents are expected to work closely with school staff in resolving any difficulties at an early stage.

Parents are seen as partners in the educational process and are encouraged to contact the school if they have any concerns about inclusive educational provision.

Parents are also encouraged to keep in regular contact with the school regarding their child's progress.

Behaviour

The school sets high standards of behaviour for its pupils and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable.

The school is seeking to promote social inclusion through the National Curriculum by teachers setting suitable learning objectives, responding to pupils' diverse needs and overcoming potential barriers to learning, and through assessment for individuals and groups of pupils.

Assessment Procedures

All pupils deserve to have their achievements and progression recognised, and the school's curriculum is designed to meet the needs of individual pupils. All teachers

monitor and review pupil progress using the school's assessment procedure, celebrate success and identify underachievement where relevant.

Identifying and targeting under-achieving pupils will be carried out through Leaders of Learning, Progress Leaders and the ALNCo. The school's reward system contributes to raising pupil self-esteem and motivation.

Evaluation

The Inclusion Policy will be monitored and reviewed on a regular basis by the Governing Body.