

INCLUSION POLICY

In planning and teaching the National Curriculum, the school adheres to the three principle strands of Inclusion.

A. Setting suitable learning challenges

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. We do this in a variety of ways:

- Setting of pupils within appropriate teaching groups and regular review of such setting arrangements.
 - Differentiating work appropriately.
 - Organising events to challenge the most able in a variety of subject areas.
 - Providing support in the classroom for those pupils who need it.
 - Providing a range of courses at KS4 including non-GCSE courses.
- See departmental handbooks for details.

B. Responding to pupils' diverse learning needs

All our pupils are equally important and their treatment of others and by others must reflect this fact.

Discrimination on the grounds of religion, race, gender and disability must be opposed by avoidance of stereotype, by countering traditional assumptions and by the careful selection of teaching materials and styles.

Pupils must be equipped with the knowledge and skills they need as members of a culturally diverse society. Racial understanding should be fostered.

All staff are required to take immediate action when any of the following occur:

- Bullying including comments which denigrate individuals or groups - see anti-bullying in staff handbook.
- The wearing of badges etc. that are insulting to a group of people - confiscation, not simply an instruction to remove them.
- The bringing to school of books, leaflets or other materials which contain racist or sexist material or material which adopts a negative view of the disadvantages and the disabled - confiscation and taken to Head or Deputy.

All departments must make a statement in line with the overall school statement with reference to the points below. Ideally, reference should be made to areas in the scheme of work where such issues are explicitly/implicitly covered.

Gender:

- Choice of activities should, where relevant, lead to an understanding of gender issues.
- When pupils opt for stereotypical roles they are also encouraged to consider other options.
- Highlight the achievements and influence of females during stereotypical male activities and vice versa.
- Consider accommodation, environment and displays.

N.B. Single sex groups in PE and Option choices (particularly in Technology) should continue to be monitored.

Multi-cultural:

- Opportunities should be taken to develop multi-cultural, anti-racist attitudes.
- The curriculum should enable pupils to reflect on the cultural and linguistic diversity of contemporary society and recognise the range of achievements within different cultural traditions.
- Opportunities should always be taken to challenge and combat racist attitudes.

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B.

See Special Educational Needs Policy.