

INCLUSION STATEMENT

Inclusion is about meeting the specific needs of individuals and groups of pupils.

The National Curriculum sets out three principles that are essential to developing a more inclusive curriculum:

- A. Setting suitable learning challenges
- B. Responding to pupils' diverse learning needs
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Uley C.E.V.C. Primary we adhere to these three principles.

MISSION STATEMENT

Uley School provides a safe, inclusive learning environment that realises and values the full potential and talents of every child.

We encourage a caring community in which children and adults are treated with mutual respect.

This is fostered within a Christian ethos where quality teaching promotes high standards of behaviour and achievement and inspires pride in our society.

PLANNING

A. Setting suitable learning challenges

The teachers at Uley Primary School aim to give every pupil the opportunity to experience success in learning and achieve as high a standard as possible. This is achieved by following the programmes of study in the National Curriculum, teaching the skills, knowledge and understanding in ways which suite their pupils' abilities. The use of differentiated tasks is used to teach children who are below the required level of attainment.

For the pupils who significantly exceed the expected level of attainment, teachers plan suitably challenging work.

B. Responding to pupils' diverse needs

In their planning the teachers at Uley Primary are aware of the diverse experiences, disabilities of home, social and cultural backgrounds that children bring to school and that

will influence the way in which they learn. As a result the teachers carefully plan in order to provide opportunities for all pupils, at the same time expecting high expectations. They do this by creating effective learning environments.

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

For the small minority of children who have particular learning requirements which could create barriers to attainment, such as a disability of a special additional need or language barrier, we take considerable account of these requirements and make the necessary provision to enable them to participate effectively in the curriculum.

Curriculum planning and assessment for pupils with S.E.N. is met through greater differentiation of tasks and materials, as recommended in Individual Education Plans and contained within the S.E.N. Code of Practice. The teachers work closely with outside agencies to support individual children who require specialist help or equipment.

Pupils with disabilities are catered for by assessment of their needs so that appropriate planning can be made by teachers to ensure participation in the National Curriculum. Planning for pupils to whom English is an additional language takes account of their age, length of time in the country, previous education experience and skills in other languages. Their progress is then monitored carefully to ensure that no learning difficulties are present.

CONCLUSION

At Uley C.E.V.C. Primary School we are confident that effective learning opportunities exist for all pupils and that we are fully aware in our approach to planning and teaching of the three principles essential to the development of an inclusive curriculum.

Agreed by staff:	January 2005
Review Date:	Spring 2008
Next Review Date:	Spring 2011