



Fairchildes Primary School

Inclusion Policy

Date Edited:	September 2023
Edited By:	Cathy Sebire (Inclusion Manager), Anna Lacy (DSL) and Mark Gyford (SLT)
Sections Edited:	Fairchildes' Inclusion Team
Next Review Date:	September 2024

Introduction

At Fairchildes we are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

Aims and Objectives

Fairchildes aims to be an inclusive school. This means that equality of opportunity must be a reality for our children and their families. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Any children who are at risk of disaffection or exclusion.
- Those children with emotional and psychological needs
- Those children with a physical disability
- Those children with low attendance
- Those children who act as carers.
- Those children with medical needs.

By considering the individual needs of learners, we aim to provide an environment which enables them to access the national curriculum. We do this through:

- Building and maintaining trusting relationships with pupils and their families.
 - Responding to children's diverse learning needs.
 - Overcoming potential barriers to learning
 - Setting suitable learning challenges;
 - Continuous assessment of individuals and groups of pupils;
 - Our extended school and Children's Centre offer family support and personal development opportunities as well as promoting community cohesion.
 - Close working relationships with outside agencies allow us to provide specialist support and services including O.T, P.T, SALT, CAMHS etc
 - Effectively directing resources e.g. IT resources, TA support etc.
- Ensuring smooth transition between key stages by familiarising and supporting the children with their move and liaising with the new setting prior to transition.

We achieve educational inclusion by continually reviewing what we do, asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

This is done through Inclusion Team meetings; assessment, SEN and G and T meetings, staff meetings, parents meetings and coordinator and SLT monitoring.

Teaching And Learning:

We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children and plan for their specific needs both pastoral and academic.

Legislation covering race, gender and disability are covered in The Equalities Duty information on the school website: www.fairchildes.croydon.sch.uk

All staff ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in all areas of the curriculum in clothing that is appropriate to their religious beliefs
- 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

- Are encouraged to participate fully, regardless of disabilities, medical or emotional needs.

Other Subject Relevant Areas

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. When necessary, we also support learning through appropriate internal and external specialists, such as Learning Mentors and SPIL (Share Problems I'll Listen) In such cases, teachers work closely with these agencies to support the child. "Teachers should use appropriate assessment to set targets which are deliberately ambitious." (SEN CODE 2014)

Families and the wider community.

The knowledge, views and first hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress.

Inclusion at Fairchildes also stretches to encompass the needs of our parents and our community and we aim to support them wherever possible eg. Through counselling services, signposting to agencies re; housing etc and by offering further education classes.

It is the role of the Inclusion Manager to ensure that both the SLT and the governing body are kept up-to-date with information relevant to Fairchildes and Inclusion.

Fairchildes Inclusion Team:

Co-Headteachers - Jane Byers and Mark Gyford

Assistant Headteacher - Sally Gardner

Inclusion Manager - Cathy Sebire

Senco - Jo Lillo

DSL/DDSL - Anna Lacy / Cathy Sebire/Mark Gyford/Jane Byers

Pastoral support:

Mentors- Anna Lacy, Dh Kamalaura, Nicky England

SPIL Counselling - Joe Bryers and a team of counsellors.

Attendance Coordinator - Danielle Dymott

EAL Coordinator - Cathy Sebire

EAL TA support - Kasia Wiernek

Gifted and Talented Coordinator- Cathy Sebire

Medical Plan Coordinator - Maureen Duffield
SALT Support - Tina Wicker
Breakfast club Coordinator- Lorraine Howland
After School Coordinator- Lorraine Howland
School Cook - Tracey Andrews
+ The whole Fairchildes Team

Fairchildes Inclusion Policy is written in line with the following laws and guidelines:

1. Equality Act 2010
2. The SEN and Disability Code Of Practice: 0-25 years 2014
3. Mental Health and Behaviour in Schools 2014.
4. Supporting Pupils At School With Medical Conditions.

Appendix

1. Fairchildes SEN Policy- see also SEN Offer on website
www.fairchildes.croydon.sch.uk
2. Fairchildes EAL Policy
3. Fairchildes Anti Bullying Policy
4. Fairchildes Behaviour Policy
6. Fairchildes Gifted and Talented Policy
7. Equalities Duty- www.fairchildes.croydon.sch.uk