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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 RATIONALE

2.1 Baston House School is committed to giving all members of our learning community every opportunity to achieve the highest standards by striving to minimise the impact of ASC on their learning outcomes both academic and social.

2.2 We do this by taking account of pupils' varied needs and life experiences. We offer a curriculum tailored to individual need and ability, we have high expectations of all our pupils. Given the size and nature of our school some groups are under-represented, for example, the ratio of males to females diagnosed with ASC results in the proportion of girls in the student cohort being smaller than would be the case in a mainstream school. The purpose of this policy is to ensure that the school promotes the inclusion, of all our pupils, irrespective of ethnicity, attainment, age, level of disability, gender or background.

2.3 Baston House School aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We seek to ensure quality of opportunity is a reality for all our pupils by paying attention to the needs of different groups and individuals.

3.0 AIMS

3.1 To promote inclusion

3.2 To provide a safe learning environment where students can build self-esteem

3.3 To set realistic targets which both challenge and support all pupils

3.4 To ensure students receive a broad and balanced curriculum

3.5 To provide an education based on The National Curriculum that meets the specific needs of each individual learner:

We meet these needs through:

- Setting appropriate learning challenges;
- Responding to the diverse needs of pupils



- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of pupils

3.6 We achieve educational inclusion by continually reviewing, monitoring and evaluating inclusion by reflecting the following questions:

Do all our children achieve their best?

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?

Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

4.0 LEARNING & TEACHING STYLES

4.1 Baston House School aims to give all students the opportunity to succeed and reach the highest level of personal achievement. Each student has an Individual Education Plan (IEP) and Behaviour Support Plan (BSP). We also make ongoing assessments of each child's progress and teachers use this information when planning their lessons. It enables them to take into account the abilities of each young person. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level.

4.2 Teachers modify their learning and teaching expectations as appropriate for individual levels of impairment. For example, students may be given additional time to complete certain activities or modify teaching materials.

4.3 When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs.

4.4 Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

4.5 Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability. Please see Single Equality Policy.

4.6 Teachers and support staff ensure that all 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
- 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
- Participate fully regardless of disabilities or medical needs

4.7 Teachers and support staff are responsible for:

- Checking their class lists and using SIMS (School Information Management System) to familiarise themselves with student ethnic and faith background
- Providing the necessary challenge and support to ensure that all students achieve their potential
- Implementing classroom strategies, including differentiated teaching, which ensure access to the curriculum for all students



- Identifying underachievement of any student and implementing strategies to address this, delivering interventions outlined in the Individual Education Plan

5.0 ADDRESSING IMPAIRMENT

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows students full access to all areas of learning. The school uses specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical and sensory needs.

Senior Leadership staff will:

- Ensure Education Health & Care plan and statements are updated at Annual Reviews so that needs are fully met
- Contact examination boards to arrange concessions
- Manage referrals to therapists
- Contact relevant external agencies as required
- Teachers and support staff ensure that the work undertaken by students:
 - 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, for example, using vision aids;
- Is adapted or offers alternative activities in those subjects where children 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;

6.0 INCLUSION, RACISM, SEXISM & HOMOPHOBIA

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the schools Racial Equality Policy.

This policy should be read in conjunction with the following policies:

- Single Equality Policy
- RE Policy
- SMSC Policy
- Behaviour Policy
- Anti-Bullying Policy

Summary

At Baston House School we value each pupil as a unique individual. We will always continue to strive to meet the needs of all our students and seek to ensure that we meet all statutory requirements related to matters of inclusion.