



Kings Avenue Primary School Inclusion Policy

Reviewed and amended in March 2010

Review: April 2012

Review: April 2014

Review: Nov 2015

Review: December 2017

Agreed by Governing Body: 5/3/18

Signed:
(Chair of Governors)

A handwritten signature in black ink, appearing to read "K. Legon", is written over the signature line.

Kings Avenue School

Inclusion policy

Aims and values

Kings Avenue School is an inclusive community where everyone has a right to be heard. We provide an environment where each child of every race, gender, class, disability and learning need irrespective of their social circumstances is truly recognised, valued and supported. We adapt and enrich the curriculum to meet the needs of all of our children thus developing self-esteem and confidence in all aspects of school life. Kings Avenue believe that inclusion empowers children to become active learners and maximises achievement in an atmosphere that celebrates achievement at every level.

Kings Avenue School provides opportunities for the highest standards in pupil achievement through:

- Actively encouraging all pupils
- Adapting the environment and curriculum for equal access including equality of opportunity for all pupils to access school visits and school journeys; taking action to ensure that every eligible pupil can participate no matter their social and financial circumstances
- Giving praise and reward for all efforts
- Teachers working effectively in partnership with all staff
- Having the highest expectation of all pupils
- Promoting the pastoral, creative and academic curriculum

Kings Avenue School recognises that some pupils may need additional support to ensure access to the whole curriculum. We will ensure that the needs of pupils are:

- Assessed and identified
- Appropriate support strategies are put in place
- Additional differentiation is planned and delivered
- Additional support is provided either through devolved funding, through the schools resources or through the generosity of charities
- Additional specialist advice and support is sought when appropriate

Kings Avenue School recognises the importance of early identification and assessment of pupils with special educational needs and to achieve this:

- Identification and assessment is carried out as detailed in procedures
- We work with parents/carers to ensure that all pupils have the optimum chance to reach their individual potential
- We develop practices and procedures, that aim to ensure that all pupils' special educational needs are identified and assessed to allow for individual targets to be set

At Kings Avenue School we recognise the vital role of parents/carers in the identification, assessment and response to their children's' inclusion needs.

We work in true partnership with parents/carers through:

- Valuing their views and contributions

- Keeping them fully involved in their child's education
- Where a parent or carer has a concern, they are encouraged to contact the school
- Parents and carers are actively expected to attend all review meetings in order to contribute to the progress that their child is making and plan for the next step

Kings Avenue School is committed to effective collaboration between all agencies working with a child and their parents/carers. We see working as part of a multi-disciplinary group as a positive step towards supporting inclusion. Kings Avenue actively supports the establishment and maintenance of close links with all agencies working with a child.