



INCLUSION POLICY

The staff and governors of Tor View School believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which allow pupils to show achievement and recognise their individuality. Diversity is valued as a rich resource. In this school, inclusion recognises a child's right to a broad and balanced curriculum, which is appropriate to their individual needs, talents and abilities.

Aims

The school aims to:

- Provide appropriate teaching making learning challenging and enjoyable
- Provide equality of educational opportunity

Objectives

- To ensure implementation of government and LEA inclusion recommendations
- To ensure inclusion policy is implemented consistently
- Identify barriers to learning
- To provide appropriate resources and experiences to meet diversity of needs
- To provide an appropriately differentiated curriculum
- To support staff, parents and pupils
- To recognise and value pupils' achievements

Definition of inclusion

Inclusion is a process which recognises and values diversity. Inclusion aims to maximise the individual's opportunities to engage within a community, sharing common aims and values and derive benefit which helps to maintain positive life experiences.

Co-ordination of inclusion

The Principal is the inclusion coordinator and monitors the inclusion policy and reports to the Governing Body. Teachers and TAs are responsible for meeting the needs of all pupils in their classes.

Inclusive Provision

In the primary and FE departments pupils and students are taught in mixed ability classes. In the secondary department pupils have the opportunity to access inclusive activities during GREAT (Get, Reading, Everyone, all Together) and during TGI (Thank, Goodness its Friday). Pupils within the secondary department also access inclusive periods during themed events that are ran across the academic year.

Specialist Provision and Resource Allocation

Specialist provision, equipment and aids include adjustable height furniture, a hydrotherapy pool, communication aids, specialist equipment recommended by the occupational therapist, speech and language therapist and physiotherapist. Appropriateness of specialist provision is regularly reviewed as part of the schools' Accessibility Plan now incorporated into the Disability Equality Scheme.

Assessment Procedures

At Tor View School we aim to celebrate the achievements of all our pupils. In line with our Assessment, Reporting and Recording Policy we use nationally recognised assessment systems such as OCR National Skills Profile and OCN accreditation. Through mainstream links pupils access other nationally recognised qualifications (GCSE and BTEC)

All primary and secondary pupils are assessed using 'P' Scales PIVATS. Pupils take SATS where appropriate. FE students are assessed according to the 'Adult Pre-entry Curriculum Framework' and 'Access for All' in addition to PIVATS for PSD. All pupils have a Key Skills and Care Plan sheet and Foundation Subject Termly planning sheets which highlight progress made. Targets met are celebrated at our weekly Achievement Assembly and Annual Presentation Events.

Professional Development

Tor View School has the Investor in People award for staff development. All training and development needs are identified and addressed.

Parent Partnership

Parents are regarded as partners in the education of their children. We actively encourage parents to become involved in the school either as volunteer helpers or as members of 'Friends of Tor View School'.

See also:

Mainstream Links Policy
Pupil Attendance and Absence Policy
Parental Contact and Home Visits
Home-School / Homework Diary Policy
Staff Development / INSET Policy
Assessment, Reporting and Recording Policy
Annual Review Procedures Policy
Termly Planning Policy
Progress Files Policy
Equal Opportunities Policy
Home-School Agreement
Disability & Gender Equality Schemes - Draft

	Name/Initials:	Date:
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	AHY	Jan 2011
	KM	Jan 2017
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