



THE FOREST FEDERATION

Inclusion Policy

Supported documentation:

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Valuing All God's Children 2, guidance for church of England Schools on challenging homophobic, biphobic and transphobic bullying - Church of England Education office second edition Autumn 2017)

Introduction

The mission statement of our Forest Federation schools talks of valuing the individuality of all of God's children. 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 schools that, every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality and inclusion treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Inclusion at The Forest Federation is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, religion, ethnicity, language and social background, and the utilisation of resources to reduce these barriers. The Forest Federation are schools in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter.

Aims and objectives

Our Forest Federation aims to have inclusive schools. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our schools:

- 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.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- differentiation and setting suitable learning challenges;
- intervention grouping and strategies;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through 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?

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We will:

- operate within the framework of inclusion provided by the Government and Local Education Authority (LEA),
- ensure that this inclusion policy is understood and implemented consistently by staff,
- challenge and eradicate prejudice and discrimination wherever it occurs,
- treat all children and their parents with respect and take their views into account,
- identify and recognise barriers to learning and participation,
- minimise barriers to learning to enable the participation of all,
- maximise resources to support the learning of all and provide appropriately to meet the diversity of needs,
- recognise and celebrate diversity as a positive aspect of The Forest Federation community,
- act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination,
- ensure all pupils have access to an appropriately differentiated curriculum where there are high expectations for all children,
- recognise, value and celebrate pupil and staff achievements,
- work in partnership with parents/carers in support of their child's education,
- promote good relationships, and manage behaviour positively,
- create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging,
- guide and support all Forest Federation staff, governors and parents on inclusion issues,
- through the implementation of this policy effect a reduction in the number of instances of pupil exclusions from our schools (both fixed-term and permanent).

Teaching and learning style

(See also the schools policies on gifted and talented children, special educational needs, equal opportunities)

We aim to give all 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. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from schools.

When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Regular tracking identifies children's progress and intervention strategies are built in for children making more than and less than expected progress.

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 shows particular aptitude. We offer thinking skills and personalised learning experiences.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers 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 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 or medical needs.

Children with disabilities

Some children in our schools have disabilities and consequently need additional resources. The schools are committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our schools also allow wheelchair access. (See accessibility plan)

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Teachers modify teaching and learning as appropriate for these children. For example, they may give differentiated activities, additional resources, support or time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- 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 using, for example, 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;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The Forest Federation can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policies are to do this only in exceptional circumstances. The schools make every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The Forest Federation governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

The Forest Federation teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Reviewing and Evaluating the Inclusion Policy

The inclusion policy is reviewed annually. The amended policy is then taken to a staff meeting for information/dissemination.

Information about the review process and the amended policy will then be advertised in the Newsletter to parents and in the appropriate Annual Report to Governors.

Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of various groups of pupils in relation to previous performance; any comments and feedback from parents and pupils.