



KING'S LEADERSHIP
ACADEMY WARRINGTON

Hillock Lane, Woolston, Warrington, WA1 4PF

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INCLUSION POLICY

Introduction

The Academy Trust and staff of King's Leadership Academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the Academy and its community. We will ensure that everyone has an equal opportunity to access the full range of provision available through the Academy and will actively seek to remove barriers to learning and participation.

We will seek to maximise the life chances of all children, young people and adults whatever their cultural background, ethnicity, gender, religion, intellectual ability, physical ability or sexual orientation. We will foster and nurture a positive approach to meeting the diverse needs of each individual – in short “Excellence for Everyone”.

Each individual must have equal opportunity to access the full breadth of the curriculum. We are committed to raising standards of achievement for all, focusing on the value added progress made by each individual. We will seek to raise the aspirations of all learners. We will have high expectations of each individual and set suitable targets to enable them to succeed socially and academically, developing their skills and abilities to their full potential.

Aims

The Academy Trust and staff we will give consideration in our planning, preparation and delivery to a wide range of needs and issues. Although it can be argued that all individuals have additional educational needs we will ensure that we plan to meet the needs of the following clearly identifiable groups: -

- Talented and gifted learners
- Learners with disabilities



KING'S LEADERSHIP
ACADEMY WARRINGTON

- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Educational Needs
- Girls and boys (Sixth form)
- Learners from different faiths
- Learners with emotional, behavioural or social needs
- Disaffected learners
- Children in Public Care

Objectives

In planning to meet the needs of each individual we will:

- provide a broad and balanced curriculum
- ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group
- use the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group
- address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners
- make use of all available data for identification, targeting and early intervention for all learners with additional educational needs, setting appropriate yet challenging targets for improvement
- monitor progress against targets and share the information with the learner □ seek to remove barriers to effective inclusion

We recognise the importance of support and training in developing and extending inclusive practice.

We will ensure that:

- all staff are fully aware of inclusion issues
- all staff receive training appropriate to their needs and responsibilities
- all available support is effectively deployed and that teaching assistants are actively involved in planning



KING'S LEADERSHIP
ACADEMY WARRINGTON

- support from external agencies is sought and deployed as appropriate
- parents and carers are actively involved in the education of their child and receive appropriate information about their child

Implementation:

Implementation of this policy will be achieved through the following mechanisms:

- policy available to all staff via the Intranet
- inclusion identified to all staff as a key priority in the Academy Development Planning Process
- inclusion to be a standing item on every departmental meeting agenda

Monitoring and Evaluation:

Monitoring and evaluation will take place through the following mechanisms:

- analysis of data focusing on progress made by identified groups of students
- line management discussions with achievement co-ordinators and subject leaders
- whole Academy self-review procedures
- discussion with the nominated SEN Governor
- progress report to Academy Trust once per term

Summary:

Inclusion is a process and the concept and practice of inclusion is constantly changing both nationally and locally. As part of the Academy's programme of self-review the Academy Trust and staff of the Academy will regularly review their policy and implementation strategies to ensure that they reflect best practice.



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ACADEMY WARRINGTON

Other relevant policies:

This policy should be read in conjunction with the Academy's Equal Opportunities Policy, Race Equality Policy, Special Educational Needs Policy and the Curriculum Policy

Equal Opportunities

In implementing this policy all members of staff must take into account the School's Equal Opportunities policy. Staff must ensure that no student is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Monitoring, Evaluation and Review

Great Schools for All Children will review this policy at least every two years and assess its implementation and effectiveness.

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