



Inclusive Education Policy

Reviewed in September 2016

PRINCIPAL

INCLUSIVE EDUCATION POLICY

1. INTRODUCTION

1.1 JSS Private School is committed to providing all students with every opportunity to achieve their maximum potential regardless of their age, gender, ethnicity or specific learning needs.

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2. AIMS AND OBJECTIVES

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2.2 JSS Private School is an inclusive school. This means that equality of opportunity must be a reality for our students. We make this a reality through the attention we pay to the different groups of students within our school:

- girls and boys;
- ethnic groups;
- students who need support to learn English as an additional language EAL/ELL;
- students identified with special education needs;
- students identified as gifted and talented;
- any students who are at risk of disaffection or exclusion;

As a school community:

- we celebrate the cultural diversity of our community;
- we do not discriminate against anyone, be they staff or student, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins;
- we constantly strive to remove any forms of indirect discrimination that may form barriers to learning;
- we promote the principles of fairness and justice for all through the education that we provide, ensuring that all students have equal access to the full range of educational opportunities provided by the school;
- we challenge stereotyping and prejudice whenever it may occur;
- we endeavour to make our school welcoming to all. We promote an understanding of different cultures through the topics studied by the students and we reflect this in the displays of work around the school;
- our curriculum reflects the attitudes, values, including Core Values, and respect that we have for all groups of students;
- we aim to provide a stimulating learning environment across the whole school curriculum which maximises individual potential and ensures that students of all ability levels are equipped to meet the next stages in their life and education;

2.3 The JSSPS KG CURRICULUM (BASED ON BEST PRACTICES OF EYFS) and CBSE syllabii are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this by:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students;
- providing a broad, balanced and relevant curriculum;

- providing co-curricular and extra-curricular opportunities to meet the needs of individuals or groups of students;
- developing a close partnership with the whole school community;
- providing a healthy, safe and happy environment by targeted support, guidance and celebrations of success;

2.4 We support and develop our inclusivity by continually reviewing what we do, through asking ourselves these key questions:

- Are all our students achieving their maximum potential?
- Are there differences in the achievements of different groups of students?
- What are the most effective intervention strategies for those students who require support / are underachieving?
- Are our strategies effective?

3. LEARNING AND TEACHING

3.1 We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement. When planning their learning, teachers take into account the abilities of all of their students.

3.2 When the attainment of a student is significantly below the expected level, teachers enable the student to succeed by planning work that is in line with his / her individual needs.

3.3 Where the attainment of a student significantly exceeds the expected level of attainment, teachers extend the breadth and depth of learning within the area or areas for which the student shows particular aptitude.

3.4 Teachers ensure that students:

- 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 in all areas of learning

4. CHILDREN WITH SPECIFIC EDUCATIONAL NEEDS

4.1 Some students in our school will have specific educational needs and consequently additional resources may be required. The school is committed to providing an environment that allows these students the maximum access to all areas of learning.

4.2 Teachers modify and teaching according to an individual student's needs as guided in his / her Individual Education Plan. Targets are reviewed termly with the student and his / her parents and teachers.

4.3 Teachers ensure that the work for these students:

- takes account of their pace of learning and the equipment they use;
- takes account of their effort and concentration needed in oral work;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- incorporates assessment techniques that reflect their individual needs and abilities.

5. SUMMARY

5.1 In our school the learning and teaching, achievements, attitudes and well-being of every student are important. We take the experiences and needs of all our students into account when planning for learning.

This policy will be reviewed annually or before, if required.