



MADRAS COLLEGE

Inclusion Policy

Rationale

In Madras College, we recognise that it is an entitlement of all pupils to receive a high quality educational experience. We therefore provide a continuum of support to ensure the needs of all learners are met. Central to this continuum of support is the acknowledgement that all members of staff are responsible for:

- creating an ethos of mutual respect,
- creating a climate of high expectation for all,
- valuing a broad range of talents, abilities and achievements,
- promoting and celebrating success,
- identifying and removing barriers to learning,
- combating discrimination,
- promoting understanding and appreciation of diversity.

Curriculum

Inclusion is supported when our self-evaluation approaches, development planning, monitoring and evaluation focus on the needs of all pupils.

All faculties are responsible for ensuring that:

- the structure and content of the curriculum delivers courses that are appropriate to the needs of pupils and ensure flexible progression pathways for all,
- the curriculum will support all pupils to develop Skills for Life, Skills for Work and Skills for Learning and Achievement,
- target setting, monitoring and tracking of progress is based on systematic use of attainment data,
- core skills in literacy, numeracy and health and well-being are developed,
- creativity, enterprise and positive attitudes to learning are developed,
- the achievements of pupils are celebrated,
- barriers to learning are identified and pupils are supported to overcome these.

Learning and Teaching

Effective learning and teaching is central to inclusion.

All teachers are responsible for:

- ensuring teaching is well paced and appropriately challenging,
- actively involving pupils in decision making,
- creating opportunities for pupils to learn in different ways,
- using a variety of teaching methodologies,
- ensuring learning builds upon pupils' life experiences,
- organising their classrooms to support learners' needs,
- differentiating materials and learning activities to meet the needs of the range of abilities within groups of learners,
- promoting active learning and supporting the development of co-operative learning.

Leadership and Management

A clear vision and strategy for the development of inclusion informs school improvement planning.

The school management team promotes inclusion by:

- practising an open and accessible management style,
- making effective use of data to evaluate outcomes for all pupils, promoting effective partnership,
- working with parents and other agencies,
- using information in a systematic way to inform and drive improvements by targeting individual pupils and groups of pupils who need additional support, challenge and praise,
- supporting the development of teaching approaches to promote effective learning,
- using resources effectively to support a curriculum that is appropriate and progressive for all pupils.

Policy and Legislative Context

Key legislation includes:

- The Standards in Scotland's Schools etc Act 2000
- The Education (Additional Support for Learning) (Scotland) Act 2004 and 2009
- Disability Discrimination Act 1995 (DDA) (as amended by the Special Educational Needs and Disability Act 2001)
- Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- Disability Discrimination (Pupil Authorities) (Statutory Duties) (Scotland) Regulations 2005
- The Disability Equality Duty (DED) 2006
- Getting it Right for Every Child (GIRFEC)
- A Curriculum for Excellence



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