

The Canterbury Academy Trust

Schools for all the Talents



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The Canterbury Academy Trust

Inclusive Education Policy

MISSION STATEMENT

The Canterbury Academy Trust believes that the development of an Inclusive Education system is fundamental to the provision of equal opportunities and social inclusion and will benefit the whole school community regardless of sex, race or religion.

The ultimate goal of The Canterbury Academy Trust Inclusive Education Policy is to make it possible for every child and young person, to:

- participate in every aspect of mainstream life as far as it is practicable;
- have full access to a broad and balanced curriculum;
- be included in the lifelong learning process;
- be valued and respected as an equal member of the learning community;
- reach their full potential.

KEY PRINCIPLES

This Strategy is based on an adherence to the following key principles. The Canterbury Academy Trust will:

- put the child at the centre of all planning;
- promote the highest standards of achievement for all children and young people;
- regard the education of children with special needs within mainstream schools as the normal method of organisation;
- actively promote measures to break down the attitudinal, physical and environmental barriers, which exist within education and across society to the inclusion of all children
- ensure resources are made available to support inclusion in a fair, efficient, transparent and flexible way;
- promote joined-up action and further develop systems for effective multi-agency and multi-disciplinary work, in order to ensure seamless support for children and young people ;
- enable parents and children to make informed choices;

place the inclusive education strategy at the heart of the strategy for raising educational standards.

Reference-Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community