

# Inclusion Statement

**Approved by Governor Committee:**  
N/A

**Date to be reviewed:**  
Summer 2022

**Responsibility of:**  
Senior Vice Principal (Inclusion)

**Date ratified by Principal:**  
LT Meeting - 7th July 2020

## **1. Introductory statement**

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. The aim of this statement is to outline how the Academy will ensure that every child, whatever their background or their circumstances, has the support they need in all aspects of their lives.

The Academy is committed to ensuring that all staff and students feel welcome and valued and that all students have equal opportunities to be successful. There is a strong commitment to staff development ensuring that the more vulnerable student groups experience appropriate learning opportunities. The individual teacher is the key to raising achievement for all students.

Chelsea Academy's policies are designed to achieve the aims outlined below, and the following policies taken together, constitute our Inclusion Policy:

- Special Educational Needs and Disabilities Policy
- Attendance Policy
- Equalities and Equal Opportunities Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

## **2. Aims of the Policy**

In all aspects of its work, members of the Academy will seek to ensure:

- the appropriate inclusion of all students at relevant levels of activity
- all students, regardless of their differences have the same entitlement to achieve, succeed, enjoy and engage with their learning
- barriers to learning are identified and early intervention is actioned, ensuring everyone has the opportunity to achieve their full potential and enjoy their curriculum
- opportunities for continuity and progression of all students, including those identified as most able and talented
- the achievement of the highest possible standards for all students
- the recognition of achievements for all students – including personal qualities such as self-discipline, empathy, trust, self belief and self-motivation
- the provision of easily accessible advice and guidance relevant to all students
- all students have the skills and opportunities to develop into happy and employable young people

### 3. Inclusion Team Structure

Chelsea Academy has a strong inclusion structure, with support from many areas. This ensures that parents and carers can talk to the most appropriate member of staff, with minimal delay. In most cases this will be the student's Learning Coach, Deputy Head of Year or Head of Year. The following chart outlines the different teams which make up the Inclusion structure.

