



Bearwood Primary and Nursery School.

INCLUSION POLICY

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This policy should be read in conjunction with the following school policies and documents:

- Disability inclusion
- Special educational needs
- SEN Code of Practice
- Equal opportunities
- Whole school agreed Aims & Values
- Curriculum policy & statement
- EMA & race discrimination policies

POLICY STATEMENT

Educational inclusion promotes equal opportunities for all pupils...

- Girls & boys
- Minority ethnic & faith groups, Gypsies, Travellers, asylum seekers & refugees
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs
- Gifted & talented pupils
- Children "looked after" by the Local Authority
- Sick children
- Young carers
- Those from families under stress
- Those pupils at risk of disaffection or exclusion

OUR AIMS FOR THIS POLICY

- To combat discriminatory attitudes
- To create a welcoming community
- To work to provide an appropriately inclusive educational setting for all pupils
- Contribute towards building an inclusive society
- To set suitable learning challenges for all pupils and adults
- Respond, positively, to pupils' diverse learning needs
- Try our utmost to overcome potential barriers to learning
- To know and care for each individual

KEY PRINCIPLES

VALUING DIVERSITY

Inclusion is most likely to succeed when the diversity of all school members is recognised and valued. We recognise that individuals are unique in their interests, abilities, motivation and learning needs.

ENTITLEMENT

Children are entitled to receive a broad, balanced and relevant curriculum with a suitable peer group. Wherever possible this should be in a mainstream school, whilst recognising that structured programmes of support, advice and resources will be necessary to achieve this,

and that, at times, a pupil's needs will be better met in an alternative educational setting. We work closely with the Local Education Authority and external agencies to secure a good educational setting for all of our pupils.

We actively teach children to become good citizens via our PSHE and emotional literacy schemes of work.

We also recognise that every child's education is important and we will not sacrifice other pupils' educational development for the sake of an individual.

DIGNITY

Everyone is entitled to be treated with respect and to have their views taken into account. Whenever possible we will consult with children, their parents and carers about important decisions.

COLLECTIVE RESPONSIBILITY

Inclusion is the responsibility of all staff. We work together to secure a good education for all children.

PROFESSIONAL DEVELOPMENT

All staff require ongoing access to support, training and resources. Each term, professional development needs are discussed and appropriate whole school and individual training needs are addressed.

STRATEGIES

The following are examples of the strategies we use to help us to put our policy into practice:

- Provide a warm welcome to everyone
- Displays celebrate the diversities in our society
- Admit all pupils from our catchment area in line with the Admissions Policy
- Work as close-knit teams, both in school and with external agencies, to support pupils and problem-solve, realising that no-one has all the answers
- Never give up on a child with problems
- All staff training needs continually addressed
- The curriculum is regularly reviewed to ensure that it matches our curriculum statement
- Monitoring and evaluation of the quality of teaching and learning is an integral part of the school cycle
- Each individual pupil is tracked and their progress reviewed at least three times a year with the Headteacher to make sure that children are reaching their own targets
- Small, targeted booster groups compensate for pupils' lack of skills
- All policies are regularly reviewed by governors and staff to ensure that they are still relevant

Date reviewed: September 2018

Review date: September 2019

