

Bredenbury Primary School

INCLUSION POLICY

October 2018

Signed and dated:

Chair of Governors

Headteacher

1. DEFINITION OF INCLUSION

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning that may be experienced by children, and to maximise resources to reduce these barriers.

2. POLICY STATEMENT

The Staff and Governors of Bredenbury Primary School believe that every child has the human and moral right to develop their full potential. The ethos of the school demands that this policy statement should apply to the whole school community.

Educational experiences are provided for the children so that they develop their achievements and recognise their individuality. Diversity is valued as a rich resource that supports the learning of all. In this school we all recognise every child's entitlement to a broad, balanced, relevant, challenging and enjoyable curriculum. The curriculum is appropriate to the individual whatever their abilities, talents and personal qualities. We are committed to providing an environment where a child will feel safe, cared for and valued in line with the Every Child Matters Agenda.

Reviewed and changes made by co-ordinator in:	June 2018
Reviewed by governors in:	October 2018
Ratified by governors on:	21.11.2018
To be reviewed in:	October 2021
The appointed SENDCO is:	Mrs S McAtear
The appointed Governor for Inclusion is:	Mrs C Edwards

Bredenbury Primary School

INCLUSION POLICY

October 2018

3. EQUALITY STATEMENT

At Bredenbury Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

At Bredenbury Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

4. AIM

At Bredenbury Primary School

1. We aim to provide a happy, healthy and safe school by recognising and celebrating the diversity of our school community, by providing high quality pastoral care, support and guidance.
2. As an extended school we will endeavour to involve members of the local community in life - long learning and family learning opportunities.
3. Parents/ Carers are partners in our children's education and views are frequently sought and their contribution to many areas of school life are valued. This will include under - represented groups.
 - The school has a strong anti-bullying ethos and issues are discussed through the curriculum, school council and assemblies
 - The Positive Behaviour policy reflects sanctions for those who do not adhere to the policy.
 - The school ensures that its procedures for disciplining pupils and managing behaviour are fair, and equitable to pupils from all groups including SEN.
 - We aim for equality of opportunity, mutual respect and trust for all our children and pay attention to the groups who may have additional or varying needs.
 - We aim to prevent children from underachieving or from becoming segregated.
 - All children will be given access to an assessment system that is able to demonstrate their progress and achievements at all level.

Bredenbury Primary School

INCLUSION POLICY

October 2018

- We pay special attention to the following groups in order to overcome potential barriers to learning whilst recognising that further groups may be added with new admissions.
 - ✓ Girls and boys
 - ✓ Minority ethnic and faith groups
 - ✓ Children who need support to learn English as an additional language
 - ✓ Children with special educational needs
 - ✓ Children who are gifted and talented
 - ✓ Young carers
 - ✓ Looked after children
 - ✓ Transient pupils
 - ✓ Children with Emotional and Behavioural Needs

4. As a school we aim to publically support and value diversity, actively promote inclusion and openly oppose all forms of discrimination.
5. Our children whatever their disability, learning difficulty or personal circumstances have a part to play in society.
6. We can provide this with an appropriate educational setting which will give our children the best preparation for an integrated life.
7. The schools Anti bullying policy refers to incidents relating to equalities issues in the form of name calling, personal remarks and comments about ones sexuality. Diversity is valued as a rich resource that supports the learning of all.
8. In this school we all recognise every child's entitlement to a broad, balanced, relevant, challenging and enjoyable curriculum.
9. The curriculum is appropriate to the individual whatever their abilities, talents and personal qualities.
10. We are committed to providing an environment where a child will feel safe, cared for and valued in line with the Every Child Matters.
11. Through the use of the Thrive Approach we ensure that all pupils' needs are met emotionally and socially so that they are all able to fully engage in their learning.

5. SCHOOL'S OBJECTIVES:

Bredenbury Primary School

INCLUSION POLICY

October 2018

1. To ensure the implementation of government and LA inclusion laws and recommendations.
2. To ensure that this policy is implemented consistently by all staff
3. **To ensure that any discrimination or prejudice is eradicated.**
4. To identify barriers to learning and provide appropriately to meet a diversity of needs.
5. To ensure that all pupils have access to an appropriately differentiated curriculum.
6. To recognise, value and celebrate children's achievements, however small.
7. To work in partnership with parents/carers in supporting their child's education
8. To guide and support all school staff, governors and parent/carers in inclusion issues.
9. To ensure the Admissions Policy is in line with the LA policy and gives priority to particular groups to administer consistency and fairness to all pupils, across all schools.
10. To work in partnership with parents/ carers and the community to develop positive attitudes to diversity and difference. To monitor outcomes of inclusion within the Every Child Matters agenda, with particular reference to **Being Safe**.
11. To provide support for all pupils in relation to their social, emotional and mental health.

6. POLICIES

The School's Development Plan supports and reflects the Inclusion Policy.

Staff will provide learning opportunities for all pupils through, setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of children.

The following school policies also complement and uphold the Inclusion Policy;

- Special Educational Needs Policy
- English as an Additional Language Policy
- Behaviour Policy
- Race Equality Policy
- Health and Safety Policy

Bredenbury Primary School

INCLUSION POLICY

October 2018

- Subject Policies
- Attendance Policy
- School Development Plan
- Gifted and Talented Policy
- School Admission Policy
- Equal Opportunities Policy
- Whistle Blowing Policy
- Restraint Policy
- Anti-Bullying Policy
- Health Education Policy
- SRE Policy
- Accessibility Plan
- Community Cohesion

All the principles of the Inclusion Policy will be reflected through all documents, daily teaching, planning and interaction with all children.

The school includes the LA Inclusion plan. This monitors exclusions by ethnicity/ gender and disability to establish patterns and trends and take appropriate action if needed.

The School Development Plan prioritises Inclusion at all levels for all members of the school community.

7. LEADERSHIP, MANAGEMENT AND GOVERNORS:

This policy has been written in accordance with the following laws/guidelines:

- the National Curriculum 2000 Inclusion Statement;
- Special Educational Needs and Disability Act 2001;

Bredenbury Primary School

INCLUSION POLICY

October 2018

- The Revised SEN code of Practice 2002;
- The Race Relations (Amendment) Act 2000 to promote race equality actively;
- The Every Child Matters Framework 2003.

The Governors will:

1. ensure that the school complies with the policies specified above;
2. ensure that the policy and its related procedures and strategies are implemented;
3. ensure all posts, including those for non-teaching staff are formally advertised and open to the widest pool of applicants;
4. all Governors involved in the recruitment and selection process are trained and are aware of what they should do to avoid discrimination and ensure good practice;
5. ensure the school premises and facilities are fully accessible to all groups from the local communities;
6. The Chair of Governors has Lead responsibility for Inclusion and Equality issues.

The Headteacher will:

1. along with the Governing body, ensure that the policy and its related procedures and strategies are implemented;
2. ensure that all staff are aware of their responsibilities and legal obligations and are given appropriate training (refer to CPD co-ordinator and school development priorities.) and support to fulfil these responsibilities and requirements;
3. ensure that the issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum, in the classroom, in the playground, the school environment and the wider community;
4. follow advice from the LA and SIP partner on groups the policy concerns;
5. monitor and evaluate current practice within the school to ensure Inclusion issues are addressed;
6. track and monitor identified groups and individuals throughout the whole school through target tracker and evaluate and identify trends and patterns of underachievement;
7. monitor assessment approaches to ensure they are, as far as possible, free of cultural or linguistic bias;
8. monitor and evaluate the schools effectiveness in providing an appropriate curriculum for pupils from all groups;

Bredenbury Primary School

INCLUSION POLICY

October 2018

9. take steps to ensure that all pupils have access to mainstream curriculum, e.g. by taking account of cultural and lifestyle backgrounds, linguistic needs, and learning styles;
10. be sensitive to relevant community / family/ religious issues when following up absenteeism of staff and pupils;
11. follow the Discipline and Code of Conduct policy to address any discrimination or inequality that is identified by staff;
12. when administering the Behaviour Policy, account is taken of the effect of the background and/or disability of the child and school community;
13. take steps to encourage people from under representative groups to apply for positions at all levels in the school;
14. deal with incidents of racial harassment/ bullying/ verbal or physical abuse

All Staff will:

1. create an environment where pupils can contribute fully and feel valued;
2. be aware of the Safeguarding arrangements to protect themselves and their colleagues;
3. deal with incidents of discrimination and know how to identify and challenge bias and stereotyping;
4. not discriminate on grounds of race, disability, gender or any other equality issues;
5. keep up to date with equalities legislation and information by attending training; and meetings organised by the school or LA;
6. seek the views of pupils and parent/ carers when personal targets are set;
7. track and monitor the progress of individuals and groups of children within their classes;
8. be sensitive to relevant community / family/ religious issues when following up absenteeism;
9. operate consistent systems of rewards and sanctions in line with the School Behaviour Policy
10. be given the appropriate support and contacts of external agencies if they are a victim of harassment;
11. provide positive role models for all groups of pupils;
12. provide resources and displays which portray positive images of different people from all groups and cultures;

Bredenbury Primary School

INCLUSION POLICY

October 2018

13. be encouraged to undertake training in line with the SDP/ national priorities to develop and achieve their full potential
14. receive, on induction an Equality and Inclusion Policy amongst others to support them in their work;
15. use the Thrive Approach strategies appropriately.

The Inclusion Co-ordinator will:

1. liaise with outside agencies about the welfare and situation of pupils from a variety from groups;
2. monitor and evaluate current practice within the school to ensure Inclusion issues are addressed;
3. track and monitor groups of identified children with need e.g. CLA/ EAL/SEN to identify trends and patterns of underachievement;
4. ensure that pastoral support takes account of gender, religious and ethnic differences, disability and the experiences and needs of particular groups and individuals;
5. deal with incidents of racial harassment/bullying/verbal or physical abuse;
6. to monitor the attendance of identified groups and individuals;
7. follow the schools behaviour policy and take disciplinary action to address any discrimination or equality that is identified;
8. when administering the behaviour policy account is taken of the effect of the background and/or disability of the child;
9. oversee, and support staff, in the utilisation of Thrive within the school.

The Health Education co-ordinator will:

1. ensure the curriculum will cover issues of equalities, diversity, human rights and inclusion

The Administrator will:

2. ensure applications for employment, training and promotion, along with details of staff in posts, are monitored on equalities issues and the data is supplied to the LA

All Teaching Staff will:

Bredenbury Primary School

INCLUSION POLICY

October 2018

1. ensure that the pupils from all equality groups have full access to the curriculum through differentiation;
2. ensure each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference;
3. ensure pupils have the opportunity to explore concepts and issues relating to identity and equality;
4. take account of pupil's cultural backgrounds, disability, linguistic needs and different learning styles to include collaborative learning;
5. to use a range of sensitive teaching strategies when teaching about different cultural traditions and life styles and to ensure they are valued and meaningful
6. help pupils make connections between learning and their own life experiences;
7. help pupils challenge stereotypes and build their awareness so they begin to detect bias and challenge discrimination;
8. promote race, disability equality and diversity through teaching and through relations with pupils/ staff / parents/ carers and the wider community
9. ensure that the children feel secure, are encouraged to participate fully and that their opinions are value
10. ensure that the children are taught in groupings that allow them to experience success and have access to a curriculum experience that is best suited to their individual ability and capability and that allows for a range of different learning styles;
11. to ensure all pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do;
12. use appropriate assessment approaches and ensure they are, as far as possible, free of cultural or linguistic bias;
13. set challenging targets for learning;
14. ensure that work/displays celebrate the diversities in society;
15. provide a welcoming environment for all;
16. make information accessible to parents/ carers for identified individuals/ groups;
17. ensure work is prepared for pupils who are on extended sick leave;
18. use the Thrive Approach strategies within class, and for individual pupils, and to incorporate Thrive strategies into lessons as specified in action plans produced through Thrive assessments.

Involvement of pupils:

Bredenbury Primary School

INCLUSION POLICY

October 2018

1. the views of pupils are sought when personal targets are set through IEPs /IAPs/PEPs and subject targets;
2. the child's views are recorded for the annual reviews of their Statement of Educational need;
3. whole school issues are discussed and acted upon through the school council;
4. school councillors represent the common consensus of the class on items for the whole school council meeting;
5. through the curriculum and circle time the opinions of the children are sought on a variety of inclusion issues, e.g. feeling safe

Visitors:

1. must comply with the schools Inclusion Policy

8. This policy will be considered successful if:

1. The school provides equal opportunities for all pupils, staff, parents and service providers.
2. The school is free of discrimination. Diversity, respect and dignity are valued and pupils' understanding in these areas is developed through the PSHE curriculum.
3. Good relationships and effective partnerships are developed amongst all sections of the community.

9. The success of these criteria will be measured by:

1. Discussions with parents and learners;
2. Objective measures of pupil progress;
3. monitoring and reporting on pupil participation in reviews and planning meetings affecting them;
4. monitoring and reporting on pupil participation in extra-curricular activities;
5. Thrive assessments;

Bredenbury Primary School

INCLUSION POLICY

October 2018

6. evaluations by and feedback from other local agencies involved with the reports to Full Governors (data sheet);
7. evaluations by and feedback from other local agencies involved with the school;
8. external reviews by, for example, the LA or Ofsted.

10. REVIEW

This policy will be reviewed on an annual basis, and up-dated where appropriate

However

If a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

11. SAFEGUARDING

The curriculum deals with safeguarding in two ways:

1. Firstly, the curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.
2. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology.

Bredenbury Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all teachers will consider

Bredenbury Primary School

INCLUSION POLICY

October 2018

the opportunities that exist in their classroom and teaching for addressing aspects of Safeguarding.

12. EQUALITY STATEMENT

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13. EQUALITY IMPACT ASSESSMENT (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The EqIA has been conducted by the relevant Governor' subcommittee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bond.

EqIA outcome:

The assessment found no area of potential negative impact.

14. CONCLUSION

At Bredenbury Primary School, our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

All pupils emotional, social and mental health needs are considered to be of great importance and the Thrive Approach has been integrated into the school's everyday working practise to ensure all pupils are supported throughout their primary school journey.

Bredenbury Primary School
INCLUSION POLICY
October 2018

High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.