



Asterdale Primary School

Inclusion policy

'Together We Can...'

Be confident, Be excellent, Nurture, Build

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We as a school consider our equality duties under the Equality act 2010. The general duties are to: -

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those

with protected characteristics are not discriminated against and are given equality of opportunity.

Introduction

At Asterdale Primary School we believe that everybody has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning. The purpose of the Inclusion policy is to ensure equal opportunities for all learners, regardless of age, gender, ethnicity, physical ability, attainment, socio/economic background, gifts or talents.

Everybody is unique in terms of characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account. Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.

We understand that Inclusion is a process and a lifelong issue, linked to enhanced participation in society.

Aims

We acknowledge the key principles of Inclusion:

- **Valuing diversity:** All children are equally valued. They present a rich and diverse range of strengths and needs which is recognised and regarded positively.
- **Entitlement:** All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.
- **Participation:** All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.
- **Individual needs:** A range of flexible responses is used to meet the needs of individual children and to accommodate their diversity including inter-agency planning.
- **Collective responsibility:** Inclusion is the responsibility of all staff.
- **Professional development:** Inclusion requires the application of existing skills and the development of new ones. All staff have access to a range of appropriate courses, advice and resources.
- **Equal opportunities:** All pupils' needs are recognised in planning and in educational development.

Objectives

- To ensure implementation of government and OCT inclusion recommendations.
- To ensure the school's Inclusion policy is implemented by all.
- To ensure all children have access to an appropriately differentiated curriculum.
- To identify barriers to learning and participation to meet a diversity of needs.
- To recognise, value and celebrate children's achievement.
- To work in partnership with parents/carers in supporting their child's education.
- To support all school staff, governors and parents in inclusion issues.

- To work towards eradicating discrimination or prejudice.

At Asterdale Primary School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- Ensuring that all school developments and policies take account of inclusive principles.
- Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

Identification, assessment and review of individual learning needs

Teachers use observations and regular assessments of children's responses to teaching linked to the National Curriculum programmes of study or Foundation Stage Profile. This enables effective early identification and assessment of any child with particular needs.

PIVATS assessment tool is used for children who are working at a standard well below their chronological age in the areas of Maths, Reading and Writing.

Individual needs are accommodated initially within normal classroom adaptations. If an individualised approach is needed, short term targets may be drawn up in consultation with the class teacher, teaching assistants, parents and headteacher. Targets will be clear with strategies to be adopted and a date for review. Targets should ensure that children are adequately challenged.

Implementation and Monitoring

Role of staff

Staff will actively implement this policy and support the monitoring of impact.

Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child.

Ensuring social inclusion is the responsibility of every member of staff, teaching and nonteaching, to ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

The role of parents and carers

We welcome the enormous contribution that parents and other caring adults make to our school, and encourage them to help and join in with all our activities. We value parents' support in encouraging their children to learn. We see a positive partnership with parents as being the most effective way of developing children's learning, sense of values and community. Parents and carers will be kept informed via the school website.

The role of the Governors

The governing body will:

- incorporate equality targets into the school plan;
- designate a lead governor for equality issues;
- use its power to nominate governors to ensure its composition reflects the community it serves;
- encourage parents and staff from all ethnic groups when recruiting to the governing body;
- apply the principles of best value without discrimination when purchasing goods and services;
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans;
- review the issues arising from data returns submitted to the LA and consider any actions or issues arising;
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy the school will take appropriate action as required.

Breaching the Policy

In the case of pupils breaching the policy:

- staff dealing with the incident will complete the appropriate incident report form.
- the perpetrator will be dealt with in accordance with the behaviour policy.
- the consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

In the case of staff breaching the policy, the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of parents, visitors or contractors breaching the policy, they will be reminded of the school's commitment to equality and asked to desist. Further incidents may lead to individuals being requested to leave school premises.

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches may constitute criminal offences.

It will receive reports and data from the headteacher and staff that enable evaluation of the provision for:

- dealing with bullying
- dealing with racist incidents
- behaviour, discipline and exclusion, punishment and reward
- curriculum content
- teaching and learning
- assessment of attainment and progress – including special educational needs
- admissions and attendance
- recruitment, promotion and professional development of staff
- disciplinary and grievance procedures relating to staff
- personal and social education and pastoral care
- attitudes and personal development
- ethos and environment
- communications with parents, carers, governors and the community
- use of school premises
- purchasing goods and services.

