

**St Andrew's CEVC Primary School, Great Yeldham**

# **Inclusion Policy**



**Reviewed Maria Trappitt  
January 2011**

**St Andrew's CEVC Primary School  
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## Rationale

The SEN and Disability Act states that all schools have a duty to be inclusive. This is further supported by recent government documents; Removing Barriers to Achievement; Every Child Matters; and emphasises the child's right to be, safe healthy, educated and participate fully, within their local community.

'All children wherever they are educated, need to be able to learn, play and develop alongside each other in their community of schools. Parents must be able to have confidence that their child's needs will be met quickly and effectively throughout their education and as they move into adult life'.

This policy should be read in conjunction with the school policies for Special Educational Needs, Equal Opportunities, Gender Equality, Disability Scheme and Social Cohesion Policy.

## Educational Inclusion

Educational Inclusion is about equal opportunities for all pupils.

- Girls and boys;
- Minority ethnic and faith groups, travellers, asylum seekers and refugees;
- Pupils who need support to learn English as an additional language;
- Pupils with special educational needs;
- Gifted and talented pupils;
- Children 'looked after' by the local authority;
- Sick children;
- Young carers;
- Those from families under stress;
- Those pupils at risk of disaffection and exclusion;
- Pupils with disabilities.

*(Evaluating Educational Inclusion Ofsted 2000)*

Educational inclusion should relate to all aspects of educational provision, and not just the academic curriculum. It covers the hidden curriculum, after class activities, parents/carers' evenings, open evenings, induction, events, breaks and lunchtimes, trips, outings etc., as well as issues of exclusion and social inclusion.

## Context in which the school inclusion policy is placed:

"Schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all...."

## *National Curriculum 2000*

The National Curriculum gives teachers a statutory responsibility to teach an inclusive curriculum. It sets out the principles of:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning.

### **SEN Code of Practice**

The Revised Code of Practice SEN reiterates that these principles should be operating in every classroom:

'Most pupils access and make progress with an inclusive curriculum without any great difficulties. The wide range of strategies that skilled teachers can bring to bear is usually enough to meet whatever learning needs pupils may have. This is often true even where pupils have more persistent or serious difficulties. The more flexible and responsive the strategies are, the more likely it is that such difficulties will not hinder adequate progress. This is why it makes good sense to invest in the quality and effectiveness of strategies in classrooms to meet a diversity of learning needs.'

It then sets out the conditions under which pupils with a recognised learning difficulty will be regarded as needing provision which is 'additional to or different from' that which is generally available. The emphasis throughout is inclusivity rather than a system of staged support which can become excluding.

### **Aims**

At St Andrew's we aim to enable the school to become an educational environment in which all members of the school community can thrive, regardless of race, religion, culture, gender, disability or individual need.

To be an outstanding learning community where we:

- Inspire and challenge all to succeed in learning for life;
- Know and care for each individual;
- Create a safe, supportive community, working with others to educate the citizens of tomorrow.

We value:

- Each individual;

- The right to learn;
- Individual responsibility and respect for others;
- Honesty and integrity;
- Achievement.

## Key Principles

The following principles are key in setting the Inclusion policy in relation to Barriers to Learning and Participation (BLP):

### **Valuing diversity**

Inclusion is most likely to be successful if 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, with a suitable peer group, a broad, balanced and relevant curriculum. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.

### **Dignity**

All children and parents are entitled to be treated with respect and have their views taken into account. Wherever possible we will consult with pupils, parents and the staff group over important issues,

### **Individual Needs**

There will be a range of flexible responses in order to meet individual needs be they behavioural, emotional and social, communication and interaction, sensory and physical or cognition and learning.

### **Planning**

All planning should be based on inclusive principles at both systemic and individual levels.

### **Collective Responsibility**

Inclusion is the responsibility of all staff.

## **Professional Development**

In order for inclusion to be successful all staff require ongoing access to support, training and resources. A key aspect of this is mutual support and we will endeavour to mobilise the resources that already exist within the school. Staff development issues re inclusion will be kept under review and suitable resources and training provided for particular needs.

## **Equal Opportunities**

We will work to ensure that the way we organise our school and provide education for all does not discriminate against any pupil or group of pupils. To this end we will monitor the progress of all pupils and use this information in our school development planning.

**There may be a potential tension between the 'standards agenda' and the pursuit of inclusion, but we also believe that successful inclusion can lead to the raising of standards for all.**

<h3><b>Strategies to support Key principles</b></h3>
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The following strategies help to put the principles into practice:

- Provide a welcoming environment for all.
- Ensure that work/displays celebrate the diversities in society.
- Admit all pupils in line with the LEA admissions policy.
- Work closely with parents/carers, to support pupils with learning difficulties and to identify and address behavioural concerns through agreed guidelines.
- Social inclusion issues will be addressed through the school's and LEA Gender Equality, Equal Opportunities, Disability Scheme and Social Cohesion Policies, when appointing staff and governors.
- Ensure that all forms of support and their use are understood by all.
- Provide appropriate resources to meet the needs of inclusion.
- Review our BLP policy annually to review our inclusion provision.
- Appropriate training for all personnel.
- Ensure that SENCo and senior staff offer appropriate guidance to raise awareness of social inclusion.
- Provide a range of inclusive teaching styles and strategies to meet the needs of all pupils.
- Ensure assessments/rewards for all pupils will be addressed according to their specific needs.
- Ensure social inclusion is addressed through Individual Education Programmes (IEPs) as set out in the BLP policy.

- Extra curricular activities will be offered to all pupils as appropriate, with particular regard to safety guidelines.
- Value the importance of Learning Support Assistants (LSAs) and provide support and appropriate training.
- Address social inclusion through our PSHCE policy and Community Cohesion Policy.
- Provide training which will equip staff with strategies to address behaviour management issues.

### **Outside Agencies**

At St Andrew's we will use agencies appropriately to support inclusion, particularly the LA SEN services, Behaviour Support Service, Families and School Teams (FAST), Children's Mental Health Services (CAMHS) and Child and Family Consultation Services.

### **Planning, Monitoring and Evaluating**

At St Andrew's School classroom management and curriculum plans are reviewed regularly to ensure a full entitlement is accessible for all pupils. We have a monitoring cycle which includes how well the delivery of the curriculum meets the requirements of the statutory inclusion statement in the National Curriculum.

### **Associated Documents**

- Equal Opportunities Policy
- Gender Equality Policy
- Disability Scheme
- Social Cohesion policy
- Barriers to Learning and Participation Policy (BLP)
- The above related School Improvement Plan (ScIP)
- Gifted & Talented Policy

Reviewed by Maria Trappitt **January 2011**

Shared with Staff **January 2011**

Shared with governors **March 2011**

Review Date **January 2011**