

INCLUSION POLICY

INTRODUCTION

This document is a statement of our policy to give children equal opportunities and to include all children in activities at St Margaret's C.E. Primary School. It was developed through a process of consultation with staff and governors. It was approved by the governors and will be periodically reviewed.

EDUCATIONAL INCLUSION

This is more than a concern about any one group of children. Its scope is broad. It is about equal opportunities for all children whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of children within a school. These different groups could include:

- Boys and girls
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs including physical disability
- Gifted and talented children
- Children "looked after" by the local authority
- Children of differing age – e.g. summer born children
- Children with differing learning styles

An educationally-inclusive school will examine the achievement of children according to prior attainment and ask whether higher attainers are achieving as well as lower attainers. It will also examine discrepancies in achievement according to subject. An educationally-inclusive school is one in which the teaching and learning achievements, attitudes and well being of every child and adult matters. The most effective schools take practical steps to promote tolerance and understanding of diversity, thus preparing the child for life in a multi-cultural society.

One of the main purposes of the National Curriculum is to "establish an entitlement".

"The National Curriculum secures for all pupils irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge skills, understanding, concepts and attitudes necessary for their self-fulfilment and development as active and responsible citizens".

At St Margaret's C.E Primary School our commitment to Inclusion is clearly stated in one of our aims:-

- *All children will achieve their potential in terms of academic and practical achievement, physical development, aesthetic appreciation and spiritual awareness within a framework promoting high moral standards.*

We actively promote inclusion in the whole school by:-

- Creating and maintaining a stimulating and enjoyable learning culture for all where all children are valued and motivated to enquire and explore further

- Having high expectations of learning and behaviour for all children
- Regular and robust monitoring and evaluation of the quality of teaching by the Leadership Team and Subject Co-ordinators which ensures understanding and application by the whole staff of differentiation for different groups of children, appreciation of different learning styles and the use of Teaching Assistants and ICT to support Inclusion.
- Analysing internal and external data to identify possible discrepancies in the attainment of different groups of children.
- Implementing the Assessment Policy which embraces Formative and Summative assessment strategies to be used by class teachers. Using the schools tracking document to plot the progress of individual pupils which will inform discussions during our pupil progress meetings at the end of every term.
- Promoting a high profile PSHE policy including :-
 1. Circle time and Special Person, reinforced by special displays and class books.
 2. An active school council
 3. Discrete teaching of PSHE
- Grouping children in a variety of ways for Maths, Literacy and other subjects. Some groups are ability based whilst others promote inclusion through mixed ability groupings.
- Having a Gifted and Talented Policy in place which identifies gifted and talented children and makes provision through differentiated work within class, and application to County Enrichment Programme workshops.
- Having a Special Educational Needs Policy in place and co-ordinated by the Inclusion Manager. Involvement of outside support agencies to facilitate progress for children with specific learning difficulties.
- Have assessment and monitoring procedures in place which identify social communication difficulties. Make special provision for children with an ASC diagnosis.
- Have assessment and monitoring procedures in place to identify children with dyslexic tendencies. Make special provision for children whose progress is below national expectations due to these difficulties.
- Implementing a rigorous, positive and high-profile Code of Conduct, including class rules negotiated with children and issues discussed in school Council.
- Holding a weekly Celebration Assembly to recognise contributions and achievement across the curriculum, including attitudes and behaviour.
- Affirming and resourcing an important element of the RE policy in the exploration of other faiths and festivals.
- Conducting a thorough Induction programme for new Reception children, including children visiting and parent meetings.
- Maintaining good and pro active relationships with parents through contact; regular contact through Home-School liaison books, homework diaries, termly parent consultations, termly IEPs and annual reports.
- Promoting an inclusive climate in the school through the involvement of Governors and all staff in the production of the School Development Plan.
- Ensuring that the school environment is, as far as possible, accessible to all and that the organisation of premises, resources and furniture does not hinder the learning or teaching of any individual child or adult.

- Ensuring that there is a variety of work on display in the classrooms and corridors, representing the efforts of all children.
- Maintaining the standards as part of continuing Professional Development which includes all the stakeholders in the school working together in a climate of continuous improvement and development.

At St Margaret's C E Primary School we recognise that the emotional climate of a child's classroom or school will either support or inhibit him/her in their journey towards academic and social growth and learning. The sense of 'belonging' and of being 'accepted and valued' is of paramount importance to the child and to their parents and will reflect in the quality of learning experienced at our school.

Therefore, as a school, the staff will strive to:

- Celebrate all achievement
- Listen to the voice of all stakeholders including/especially the children
- Respect and value all members of the staff team and maintain open and positive working relationships.
- Have high and appropriate expectations of all learners
- Promote a learning community which will constantly progress and change in order to reduce barriers to learning.