



Inclusion Policy

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Summary:

This is a policy for Inclusion.

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0 DOCUMENT CONTROL

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0.2 Document Cross References

Ref1	TBS	HPS Documents Index	
Ref2	MP/0002	HPS Documents Template	Chris Neale

0.3 Changes Forecast

- 1. None

0.4 Changes from Previous Issue

- Issue 1: This is a new policy written in 2013.
- Issue 2: A complete re-write using a Tameside model.

1 OVERALL AIM

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all abilities are well equipped to meet the challenges of education, work and life. This will be achieved by;

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Using flexible and responsive teaching and learning styles
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and members of society
- Developing a close partnership with the whole community, particularly parents
- Utilising regular Inclusion Meetings to monitor, review and develop effective provision for all our pupils.
- Ensure all children feel confident to attempt all learning challenges without a fear of failure.
- Ensure all resources are relevant, appropriate and of sufficient quality to engage, challenge and educate effectively.
- The staff will communicate and liaise efficiently with all relevant stakeholders- specialist agencies, staff, parents and pupils.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include;

- Gender
- Sexuality
- Minority faiths and ethnicities
- Travellers, asylum seekers or refugees
- Children with English as a second language
- Children with SEN or disabilities
- Children who are Looked After
- Children who are at risk of exclusion or disaffected
- Children who are young carers or from families under stress
- Children who are more able/gifted and talented

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by;

- Setting suitable learning challenges with appropriate differentiation, effective use of support staff, interventions and resources.
- Responding to pupils' diverse learning needs with effective planning, high expectations and opportunities provided for all pupils to learn and progress.
- Overcoming potential barriers to learning and assessment by creating engaging learning environments, securing children's motivation, concentration and confidence, using appropriate assessments and setting clear targets for learning.

We aim to provide a happy, healthy school by:

- Recognising, reflecting and celebrating the skills, contributions and diversity of all our pupils

- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of parents, carers and pupils
- Ensuring the balance of needs across the whole school community through regular monitoring and effective, pertinent communication whilst being mindful of all confidentiality issues

We will secure the inclusive education of all our pupils by reviewing and evaluating what is done;

- Does each child achieve as much as they can?
- Are there any differences in the achievements of different groups of pupils?

The SENCO will provide the Headteacher and governors with a detailed report on the progress and impact of the inclusive practice within school.

We believe the development of inclusive practice in school is a continuous process; therefore this policy is a working document and will be subject to constant review and modification to reflect any changes from within school, the wider community and any new initiatives from the DCFS.

All of our Safeguarding Policies and actions will be applied to this policy, where appropriate.

2 EQUALITY

This policy is linked to our Equality Policy which, in part, states that:

At our school we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This we will do by:

- treating all those within the school community (e.g. pupils, staff, governors, parents and the outside community) as individuals with their own particular abilities, beliefs, challenges attitudes and backgrounds
- maintaining a school ethos which promotes equality, develops understanding and challenges, myths, stereotypes, misconceptions and prejudices
- encouraging everyone in our school community to gain a positive self image and high esteem
- having high expectations of everyone involved with the whole school community
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do

3 SAFEGUARDING

Hollingworth Primary School will always work to:

- Protect our children from maltreatment
- Prevent impairment of our children's health or development
- Ensure that our children are growing up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children and young people to have optimum life chances and enter adulthood successfully.

(Children's Act 2004)

Safeguarding is not just about protecting children from deliberate harm. It is a preventative agenda that helps children and young people achieve their full potential, regardless of negative factors such as poverty or social exclusion, by providing services and support to overcome barriers to achievement. It also includes issues relating to:

- health and safety bullying
- racist abuse
- homophobic, biphobic or transphobic abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of children and young people with medical needs
- providing first aid
- drug and substance misuse
- educational visits
- internet safety
- site security