Inclusion Policy
September 2020
Mrs S Firth

West Rainton Primary School Inclusion Policy Statement:

This policy should be read in conjunction with the school policies for Special Educational Needs and Disabilities, and Equality.

Key staff:
Mrs S Firth - SENDCo/Deputy Head
Mrs A McDonough - Headteacher

Educational inclusion is about equal opportunities for all pupils....
- Girls and boys, and pupils who do not identify themselves with a gender
- 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 and/or disabilities
- Pupils exploring their gender identity or sexual orientation
- More able 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 who may have missed learning due to self-isolation or lack of access during the COVID-19 pandemic.

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...." (Evaluating Educational Inclusion Ofsted 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 (National Curriculum 2014)

SEND Code of Practice 2014

The revised Code of Practice SEND 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.

Rationale:

At West Rainton Primary School, 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 or individual need. We aspire 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 SEND:

• **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 issue.

• **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, regardless of their status.

• **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 in regards to 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.

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 from our local catchment area in line with the LA 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 LA equal opportunities policies when appointing staff
- Ensure that all forms of support and their use are understood by all.
- Review our SEND policy regularly in order to review our inclusion provision
- Provide appropriate training for all personnel
- Use outside agencies appropriately to support inclusion, particularly the LA SEND department, Behaviour Support Service, Learning Support Service and Education Psychology Service, Health Services and Social Services.
- Ensure that SENDCo and senior staff offer appropriate guidance to raise awareness of social inclusion
- Ensure classroom management and curriculum plans are reviewed regularly to ensure a full entitlement is accessible for all pupils.
- Provide a range of inclusive teaching styles and strategies to meet the needs of all pupils
- Ensure social inclusion is addressed through SEN Support plans and EHC plans as set out in the SEND policy
- Extracurricular activities will be offered to all pupils as appropriate, with particular regard to safety guidelines
- Value the importance of teaching assistants and provide support and appropriate training
- Address social inclusion through our PSHE policy
- Provide training which will equip staff with strategies to address behaviour management issues.

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