



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Inclusion

**Date of Policy:** April 2016

**Member of Staff responsible:** L Gerver

**Review date:** April 2018

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## INCLUSION POLICY

### INTRODUCTION

At Mickleover Primary School we are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school, regardless of their age, gender, ethnicity, attainment or background.

### AIMS AND OBJECTIVES

Our school aims to be an inclusive school. We value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. At MPS 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. Everyone is unique in terms of characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account. We understand that inclusion is a process and lifelong issue (linked to enhanced participation in society) and we will endeavour to ensure that all children in our school have the best opportunity to fulfil their potential as citizens within our local community.

This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Any children who are at risk of disaffection or exclusion
- Children who are looked after

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 advice from other agencies as appropriate) including inter-agency planning.
- Collective responsibility: It 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 educational development.

We aim to provide a stimulating learning environment that is varied according to the age of the child and across the whole curriculum. This helps to ensure that pupils of all ability levels, and



staff at differing stages of their career, are well equipped to meet the challenges of education, work and life.

We do this 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 responsible, valued members of society
- Continually striving to develop a closer partnership within and with the whole community, particularly parents and governors.

At MPS 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
- Striving to ensure 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.

## TEACHING AND LEARNING

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers 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
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all 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



## **MONITORING AND REVIEW**

We achieve educational inclusion by continually reviewing what we do, through asking these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Monitoring and review is carried out on several levels through:

- **School Pupil Tracker Online** – the school's tracking system
- School Improvement Officer meetings and dialogue
- Performance Management on all levels
- Data Analysis which feeds into the school self-evaluation

## **THIS POLICY IS LINKED TO THE FOLLOWING POLICIES:**

Anti-bullying  
PSHE Policy  
Behaviour Policy  
Child Protection Policy  
Accessibility Policy  
Disability Equality Scheme  
SEN Policy  
Gifted and Talented Policy  
Attendance Policy  
Curriculum Policy  
Race Equality Policy

This policy will be reviewed every two years.