



Policy Title	INCLUSION POLICY
Committee responsible	Ethos
Last reviewed	February 2018
Next review due	February 2021
Who is governed by this policy	All staff and pupils at the school
Available on website	YES

Signed

(Chair of Governors)

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(Headteacher)

Date

INCLUSION POLICY

1. Introduction

1.1 Warnham School values the individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

1.2 The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2. Aims

2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. 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:

- gender
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- disadvantaged children
- gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers and asylum seekers

3. Teaching and Learning

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all children.

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

3.3 Teachers ensure 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.

4. Children with disabilities

4.1 Children with disabilities often need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

4.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

5. Curriculum modification

5.1 The school makes every effort to meet the learning needs of all its children, without recourse to modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. We ensure that every effort has been made to provide the necessary support from within the school's resources before considering any other action.

6. Racism and inclusion

6.1 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents.

6.2 Further details are to be found in the school's Racial Equality Policy.

This policy should be read in conjunction with the following policies:

Racial Equality

Special Education Needs

Equal Opportunities