

Austhorpe Primary School
Inclusion Policy



"This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment."

Vision Statement.

*'Vision without action is merely a dream.
Action without vision is pointless.
Vision and action together can change the world.'*

Nelson Mandela.

Ethos:

We believe that Austhorpe Primary School should:

- be caring, friendly and welcoming to all.
- Provide a high quality, stimulating learning environment for all.
- Develop high standards in learning and behaviour for all.
- Promote self evaluation.
- Encourage pride in our own and other's achievement.
- Be a partnership between home, school and the community.
- Promote a positive image in the community.
- Develop a sense of responsibility for themselves, others and the environment.

At Austhorpe we believe that:

Inclusive education is a human right, and it is beneficial to the child's social, emotional and intellectual development.

We aim to promote a shared philosophy of acceptance by providing a framework within which all children and adults - regardless of ability,

gender, sexuality, language, ethnicity or cultural origin – can be valued equally, treated with respect and provided with equal opportunities.

Inclusion is about everyone learning to live together, respecting one another, valuing diversity and building a community.

This policy sets out how Austhorpe Primary School is seeking to achieve the expectation that it is “educationally and socially inclusive” in relation to the needs of those pupils who may be at risk of educational or social exclusion.

The focus of this inclusion is on raising educational attainment for those pupils considered vulnerable. They may include:

- Minority ethnic and faith groups.
- Children with disabilities.
- Children with mental health needs.
- Poor attenders.
- Victims of abuse and domestic violence.
- Homeless children.
- Children who abuse drugs or other substances.
- Challenging behaviour.
- Children in public care/ looked after.
- Asylum seekers and refugees.
- Travellers.

At Austhorpe Primary School we believe in a commitment to the principle of Inclusion:

- We value every individual and celebrate their achievements.
- We have structures and policies in place to promote inclusion.
- We identify and respond to individual needs.
- We identify and try to overcome potential barriers to learning for individuals and groups.
- We try to set suitable learning challenges for every pupil.

Our Inclusion Policy and practice is based on the national and local framework of inclusive policy and guidance:

Inclusion Statement in Curriculum 2000.
Disability Discrimination Act 1995.

SEN and Disability Rights Act 2001.
SEN Code of Practice 2001.
Education Leeds Inclusion Policy Statement 2000.
Education Leeds Inclusion Chartermark.
Every Child Matters Agenda.

At Austhorpe School we are committed to the involvement of pupils in the development of an inclusive school.

There is a school council involving representatives from all classes.

All children have 'Circle Time' sessions to promote their own views and develop their understanding of the feelings and views of others.

All children take part in a PSHE curriculum promoting health and safety and is underpinned by the SEAL programme developing social and emotional aspects of learning.

Individual Education Plans are discussed and reviewed with respect for the individual child.

Responsibilities

Governing Body

- It is the responsibility of the Governing Body to ensure that the school complies with the Race Relations, Disability and SEN related legislation.
- Must ensure that this policy and its procedures and strategies are implemented.

Head Teacher

- To work alongside the governing body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support.
- Ensuring that all issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum.
- Dealing with reported incidents of racism, racial harassment, bullying, verbal and physical abuse.

All staff

- Are able to deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Do not discriminate on grounds of race, disability or other equality issues.
- Keep up to date with equality issues by attending training.

The teaching staff

- Ensure that all pupils from all equality groups have full access to the curriculum at their identified level.
- Promote race equality, disability equality and diversity through relations with pupils, staff, parents/carers and the wider community.

Visitors

- Comply with the schools Inclusion Policy.

Actions:

- We take action to promote inclusion which is reflected in policies, planning curriculum delivery, recording and reporting of achievement.
- All our policies promote equality of opportunity for pupils regardless of gender, race, ability and culture.
- We recognise and celebrate the achievements of all pupils.
- We ensure that all pupils have access to a balanced and relevant curriculum.
- There are clear strategies for identification of pupil's needs, support programmed and an appropriate differentiated curriculum.
- We ensure that all pupils are able to learn in a safe environment without disruption and interference through positive behaviour management.
- Our behaviour policy includes clear rewards and sanctions.
- Our attendance policy includes rewards.
- We work in partnership with parents and carers.
- We enable staff to access appropriate training to meet the needs of individuals or groups.

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