



## Inclusion Policy

**Silverdale St John's Church of England Primary School Mission Statement:**  
*Inspiring Success through Learning, Community and Faith.*

**We aim to do this through our ethos:**

*We help and support each other in our learning with Christian attitudes of Truth, Love and Respect. We utilise the beautiful environment of Silverdale to enrich our curriculum.*

The mission statement of our school affirms our commitment to valuing the individuality of all of our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. 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 and that pupils have a common curriculum experience.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. At Silverdale St. John's CE School, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

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 and we ensure this through the attention we pay to the different groups of children within our school:

This policy applies to those pupils who:

- have learning, physical, communication, sensory and/or medical needs;
- have or have experienced behavioural, emotional and social needs;

It also applies to those pupils who:

- reflect social and cultural diversity;
- have attendance difficulties;
- experience significant ill health;
- have relatives to care for;
- use English as an additional language;
- are refugees or asylum seekers;
- have a mobile life style as travellers;
- are 'looked after' children;
- live in poverty or who may be homeless;
- are gifted and talented;
- bully or who are victims of bullying;
- are bereaved;
- are traumatised.

### **Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- help pupils develop their personalities, skills and abilities;
- provide appropriate teaching which makes learning challenging, enjoyable and successful;
- provide equality of educational opportunity;
- engender a culture of tolerance and acceptance of all, mutual respect where all are valued.

The school will:

- ensure implementation of government and LA inclusion recommendations;
- ensure the school's inclusion policy is implemented consistently by all staff;
- ensure any discrimination or prejudice is eradicated;
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ensure all pupils have access to an appropriately differentiated curriculum;
- recognise, value and celebrate pupils' achievements, however small;
- work in partnership with parents / carers in supporting their child's education;
- guide and support all staff, governors and parents in inclusion issues.

### **Defining Inclusion**

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

### **Co-ordinating Inclusion**

The Head teacher is the inclusion co-ordinator. Their role is to:

- work positively with all members of the school community to promote inclusion;
- induct new staff in the school's commitment to inclusion;
- monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- monitor the inclusion policy and report annually to the governing body on its effectiveness;
- report annually on the efficient and effective use of resources for pupils on the school SEN register
- work with all staff to identify barriers to learning and provide them with appropriate strategies;
- share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- work with all staff to monitor pupil progress;
- analyse with staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;
- liaise with parents;
- co-ordinate external specialist provision.

All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

In addition to the culture of support and praise which underpins the school ethos, the reward system of stickers, Teachers Awards and Special Awards, contribute to raising pupil self-esteem and motivation. We have high standards of behaviour stemming from a basis of respect for each other, equipment and ourselves. We have rights and also responsibilities that all students are encouraged to think about when making choices about their work and behaviour. These are;

- I have the right to be heard.
- I have the responsibility to listen to others.
- I have the right to be safe and healthy.
- I have the responsibility to keep myself and others safe and healthy.
- I have the right to learn.
- I have the responsibility to do my best at all times and look after equipment.
- I have the right to have friends.
- I have the responsibility to be kind to others.
- I have the right to be myself.
- I have the responsibility to respect others' differences.

### **Inclusive Provision**

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum. Additional in-class support is available in all classes. This is provided by teaching assistants (TAs). This additional support is targeted at individual pupils and small groups of pupils. A range of extra-curricular activities are available during the year. Silverdale St John's CE School runs a successful and well-established breakfast club and after-school club.

### **Other Relevant Policies**

Teaching and Learning Policy

Curriculum Policy

Single Equalities Policy

SEN policy

Assessment, Recording and Reporting Policy

### **Working with Parents**

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCO or Inclusion Co-ordinator if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home.

### **Evaluating the Inclusion Policy**

The inclusion policy is reviewed annually.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- a stable and experienced teaching team working in collaboration with teaching assistants;
- strong support from parents, carers and governors;
- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all pupils;
- that pupils' views are valued, and the pupils' voices are listened to;
- clear and consistent whole-school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;
- regular inter-school collaboration; and
- the school is a community resource for learning and leisure activities for ALL.

**October 2018**