



## St George's C of E School

### Inclusion Policy

#### *Principles*

Inclusion is concerned with the learning, participation and equal opportunities of all children and young people, all of whom have a right to access to the curriculum. It has wider implications than the identification of children and young people with special educational needs. It could apply to any or all of the following:

- girls or boys where there are gender issues;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- children who need support to learn English as an additional language (EAL);
- children with special educational needs including those considered to have emotional, behavioural or social difficulties;
- children with physical disabilities
- children who may be gifted and talented;
- children in need including those in public care;
- other children, such as sick children; young carers; children from families under stress; pregnant school girls and teenage mothers; and children who are at risk of disaffection and exclusion from school
- children whose families may be seriously disadvantaged by poverty and/or rural isolation.

Promoting inclusion will help all children and young people to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities within the school.

#### From Principles to Practice

Inclusive principles highlight the importance of meeting the individual needs of all children and young people equally, whether they have identified special needs or not. Inclusive schools and settings are those which are dedicated to meeting the individual needs of each child. Inclusion is a process in which pupils, parents or carers, teachers and other agencies or departments work together in partnership to develop the application of its principles in each setting.

#### *The school*

- *will work in partnership with all agencies to promote inclusion – a policy which respects diversity and supports equal opportunities;*

- *aims to become an educational environment in which all children can thrive with due regard to the rights and preferences of individuals.*

Implementation of the Inclusion Policy will require the continued commitment from Governors, the staff, parents and pupils in order to:

**1. Seek a greater understanding of inclusive education amongst stakeholders by**

- 1.1 working in partnership with parents/carers and multi-professional agencies
- 1.2 promoting a wider understanding of disability equality issues
- 1.3 promoting definitions of achievement to which all learners can realistically aspire
- 1.4 ensuring that the language and images used to describe disaffected and/or disabled children and young people and/or those with other learning difficulties provide positive role models
- 1.5 ensuring that all progress towards inclusive education is identified and reported regularly to the LEA and throughout all partner agencies
- 1.6 collecting and disseminating information on best practice and best value

**2. Enable the school to be fully accessible to all children and young people by**

- 2.1 continuing to implement a planned programme of site and buildings alterations
- 2.2 ensuring accessible and appropriately presented information as required by the individual
- 2.4 ensuring that all teachers provide appropriate teaching methods which recognise a range of learning styles, providing training and support where necessary
- 2.5 ensuring the full range of curricular and extra-curricular activities is accessible
- 2.6 keeping the admissions policy under regular review to ensure that a disability experienced by a child or young person is not grounds for refusing admission
- 2.7 ultimately ensuring that inclusive education can be offered to any child or young person in his or her own community

**3. Ensuring early identification, assessment, support and review of the needs of all children and young people by**

- 3.1 ensuring flexible and prompt arrangements for identifying, reviewing and providing for all pupils' needs – whether temporary difficulties or setbacks, long term needs or serious incident or illness

- 3.2 empowering children and young people by developing their communication skills so that their views and feelings may be heard
- 3.3 ensuring effective guidance for the staff in fulfilling the requirements of the Code of Practice (2001) for SEN
- 3.4 ensuring safe, reliable and effective practices for communicating up-to-date information about children's needs
- 3.5 ensuring access and smooth transition from home-based to pre-school and pre-school to reception/Key Stage 1, and through each Key Stage .

**4. Promote partnerships with parents/carers and other stakeholders.**

- 4.1 by supporting parent partnership schemes
- 4.3 seeking to improve communication between the LEA and parents/carers; the voluntary sector; schools and other agencies and departments so that there is a child-centred approach
- 4.4 seeking to contribute to and help promote effective multi-agency working.
- 4.6 supporting families/carers

**5. Ensure the effective use of resources towards prevention and early intervention by**

- 5.1 recognising that adequate resourcing is the key to the confidence with which staff feel able to include disabled and disaffected learners
- 5.2 channelling resources towards prevention and early intervention
- 5.3 considering the best value to be provided by comparing inclusive mainstream options with specialist provision
- 5.5 ensuring effective management of the assessment and review processes
- 5.6 monitoring the effective and efficient use of the school budgets for SEN
- 5.7 seeking efficient use of resources through close partnership working
- 5.8 undertaking regular best value reviews
- 5.9 continually seeking new opportunities for increasing funding through the pursuit of excellence and relevant development projects
- 5.10 working with the Early years Development and Childcare Partnership to promote the benefits of investing in work with young children
- 5.11 working with the EBD provision at New Woodlands to explore alternative intervention approaches to working with young people likely to be at particular risk of exclusion

Our governor for inclusion is Vivian Okon.  
This policy will be reviewed annually.