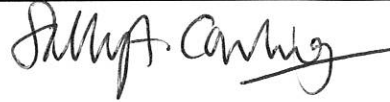


Bishop Monkton C of E Primary School

Policy for Inclusion

Document Status			
Date of Next Review	September 2017	Responsibility	SEN Governors
Success Criteria for review completion	Review of academic year	Responsibility	SEN Governor
Date of Policy Creation Spring 2014	Adapted School written model	Responsibility	SEN Governor
Date of adoption by Governing Body December 2014		Signed Headteacher	
Method of Communication (e.g. Website, Noticeboard, etc.) .Website, Staff Meetings and Policy Folder		Chair of Governors	S Roome
		Date	1.12.2014

Every Child Matters: all five key outcomes are addressed in this policy.

Definition of Educational Inclusion

Educational Inclusion is about providing equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

Bishop Monkton C of E Primary School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and life.

Objectives

Educational Inclusion at Bishop Monkton C of E Primary School will be achieved by:

- *designing a curriculum to promote a full range of learning, thinking and life skills*
- *providing a broad and balanced curriculum*
- *using flexible and responsive teaching styles*
- *equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsive and valued members of society*
- *developing a clear partnership with the whole community, particularly parents/carers*

Aims

We aim to be an inclusive school and to offer equality of opportunity to all groups of pupils within the school. These include vulnerable pupils such as:

- boys and girls
- pupils with disabilities
- pupils with Special Educational Needs and Disabilities.
- pupils from different ethnic groups
- pupils for whom English is an additional language
- pupils from different faiths
- pupils with emotional, behavioural or social needs
- disaffected pupils
- pupils who are Looked After Children
- pupils who are gifted and talented
- pupils who are from a travelling background

We aim to provide a differentiated curriculum which meets the needs of all pupils, individuals and groups by:

- *setting suitable learning challenges*
- *responding to pupils' diverse learning needs*
- *overcoming potential barriers to learning and assessment*
- *deploying all available support effectively*
- *involving Teaching Assistants in planning and delivering the curriculum*
- *seeking and deploying support from external agencies as appropriate*

We aim to provide a happy, healthy and safe school by:

- *recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils*
- *providing high quality pastoral care, support and guidance*
- *safeguarding the health, safety and welfare of pupils*
- *listening and responding to the concerns of children and parents*
- *taking care to balance the needs of all members of the school community*

We secure inclusive education for our pupils by monitoring and evaluating through the following mechanisms:

- *seeking pupils' views through Circle Time, self-review and sharing of targets*
- *Head Teacher and Senior Management Team monitoring how planning and differentiation is undertaken throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account*
- *analysis of data, focusing on the progress made by identified groups of pupils*
- *whole-school review procedures*
- *progress report to Governors through the Head Teacher's Report to the Governors*

Links to External Agencies

The School will make use of teachers and facilities from outside the school, including various support services:

- *Behaviour, Communication & Learning Enhanced Provisions*
- *Educational Psychologist*
- *Health Team*
- *Educational Social Worker*
- *Autistic Outreach Teacher*
- *Social Care*

Conclusion

Training opportunities will be available to all staff to develop inclusive strategies.

An Accessibility Plan has been formulated to ensure that a Strategic Plan is in place for physical access to the premises.

Links to Other Policies

This policy should be read in conjunction with all other relevant policies:

- *Behaviour Management Policy*
- *Admissions Policy*
- *Access Plan*
- *SEND Policy*
- *Vulnerable Pupils Checklist*

References

Special Educational Needs and Disability Act 2001
DfES Special Educational Needs Code of Practice 2001
DfES Inclusive Schooling: Children with Special Educational Needs 2001

