Pool House C P School

Inclusion Policy

"Inclusion is an ongoing 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, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers."

In Lancashire, inclusion is defined as

"a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community."

Introduction

The mission statement at Pool House affirms our commitment to valuing the individuality of all of our children. We give all of our children every opportunity to achieve the highest 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 of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Pool House promotes the individuality of all children irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

At Pool House we believe 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 Pool House 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.

The responsible person for the implementation of the policy is the Headteacher.

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 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 experience behavioural, emotional and social needs;

but 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;
- have recently arrived in this country or may be refugees or asylum seekers;
- have a mobile lifestyle as travellers;
- are 'looked after' children;
- live in poverty or who may be homeless
- bully or who are a victim of bullying;
- are bereaved;
- are traumatised;

- are gifted, talented and/or able.

Aims

At Pool House 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 and mutual respect where all are valued.

Objectives

At Pool House we 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.

The Role of the Inclusion Co-Ordinator

The Inclusion Co-Ordinator will:

- 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 at school action, school action plus and those with statements;
- work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- share inclusion expertise with, and support the professional development of classroom teachers and teaching assistants;
- purchase appropriate resources;
- work with key staff such as the Assessment co-ordinator, subject leaders etc to monitor progress;
- analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;
- liaise with parents;
- co-ordinate cross phase/cross school transition;
- 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.

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