



## A place to shine ...

*Let light shine out of darkness and God's light shine in our hearts*

*2 Corinthians ch4, v6*

## Inclusion policy

Consultation that has taken place	October 2020
Date formally approved by governors	October 2020
Date policy became effective	October 2020
Review date	October 2021
Person responsible for implementation and monitoring	Mrs Dawn Day Mrs Faye Kerr
Other relevant policies	Attendance policy Safeguarding policy Child Protection Policy SEN EAL Disability and Equality Policy Behaviour Policy

***'If then you have been raised with Christ, seek the things that are above, where Christ is, seated at the right hand of God' (Colossians 3 verse1)***

## Rationale

Central Walker Church of England Primary School is committed to continually improving its inclusive education system and to demonstrate high quality inclusive practice.

## Definitions of Inclusion:

- "Inclusion ... is about a child's right to belong to their local mainstream school, to be valued for who they are and be provided with all the support they need to thrive in the mainstream school. As mainstream schools are generally not organised in this way, it requires planned restructuring of the whole school".  
**Disability Equality in Education (2002)**
- "Inclusive Practice means ensuring each child has full access to the educational opportunities and life of the school. The development of effective inclusive practice will raise standards generally and benefit all pupils and staff working in schools".

## Purposes

To ensure that:

- Each child has full access to the educational opportunities and life of the school. Diversity is not viewed as a problem to be overcome but as a rich resource to support the learning of all.
- Inclusion at Central Walker Church of England is a way of life, which recognises and celebrates differences, providing access and opportunities for academic, social, emotional and spiritual growth for all involved in the school community.
- Our approach to inclusion is one that provides opportunities, and meets needs, using multi-disciplinary approaches in a flexible way to enable all young people to reach their full potential as part of their community.

## Guidelines

### Learning Environment

- Inclusive communication requires attention to the type and purpose of communication throughout the school and with parents, carers and communities and other agencies.
- Inclusive parental involvement requires two-way communication between school staff and parents/carers, rather than one-way information given by the school to parents/carers.
- Inclusive community involvement recognises that a school can be a community resource offering support; and that the community can offer support to the school.

Exemplified by:

- The setting has a positive image in the community.
- Activities restructured to facilitate access.
- Accessibility plan is in place.
- Facilities and activities are well resourced. They are audited to ensure equality of access and accessibility plan is regularly reviewed and updated.
- Health and Safety including Risk Register (annually audited) and Access plans are implemented.
- Opinions and views are sought relevant to the setting and shared with the key groups within the school.
- The achievement of all pupils is valued by the whole school community.
- Teaching and Learning policy focus on improvement and achievement for all pupils.
- Systems are in place to celebrate success e.g. awards, chips, certificates, dip-in-the-box, star of the week, shine worship, individual records of achievement, etc.
- Whole school values in the evidence of quality display of pupil work and experiences and the positive images from school Statement of Intent around the school are visible.
- Range of signage includes multi-lingual
- A culture of respect and positive role modelling is consistently shared by the key groups within the school e.g. worship
- School Council/Worship Leaders groups are in place and are active in decision-making.
- Pupils regularly participate in community activities.

## **Curriculum**

- Promotion of inclusive learning and teaching strategies, reflecting appropriate inclusive and non-discriminatory curricula across all subject areas, including anti-racist and anti-sexist approaches.
- Recognition and respect for community languages in classrooms, across the school and in communications with parents/carers and the wider community.

Exemplified by:

- The curriculum is inclusive and offers all children access to educational opportunities through a range of effectively planned, differentiated, support strategies and systems.
- Extended opportunities and statutory requirements are met.
- Strategic curriculum planning takes account of access and inclusion issues.
- School can provide evidence that all pupils are deriving the maximum benefit from the curriculum according to their individual needs.
- Positive images are used. Adults and children from local community groups are encouraged to participate in the life of the school.
- There is a partnership with parents/carers and community groups, including disabled people, to promote equal opportunities.

## **Leadership and Management**

- Inclusive leadership throughout the school, promoting inclusive principles and practices, and developing shared vision and commitment.
- An inclusive whole school ethos and culture, which focuses on equity issues and challenges discrimination and disadvantage.
- Staff collaboration and teamwork should be encouraged for inclusive schooling practices.
- Inter-school collaboration can support the development of socially and educationally inclusive practices.

Exemplified by:

- Leadership through the whole school community implementing the spirit of the School Strategic Plan.
- Explicit aims, values and good external relationships evident.
- Inequalities are challenged and corrected.
- Ongoing assessment of inclusion in curriculum policies informs self-review process.
- Engaging and responding through effective use of tracking individual pupils and sharing knowledge has improved pupil achievement and school performance.
- All staff and Governors provide positive role models.

## **Pupil Attitudes and Behaviour**

- Valuing pupil perspectives, listening to pupils and involving *them* in developing inclusive schooling.
- Clear and consistent whole school policies are required including an emphasis on early intervention, a preventative focus, and consistency on issues of harassment, behaviour and attendance.
- Provision of additional supports for pupils and staff as necessary and appropriate, including academic, pastoral, health and social supports.

Exemplified by:

- Inclusive policies are in place.
- School staff, parents and pupils have contributed to the development of policies and procedures.
- There are systems in place for regular consultation and reviews.
- School support systems / networks respond to diversity.
- Recognition of the Individual is vital. There are well-established partnerships between staff, parents and pupils. Information is shared on attitudes, values and personal development of pupils. Pupils regularly record and evaluate their own progress.

- Pupils know who to go to and what to do if they experience difficulties or problems.
- Measures to promote positive attitudes and good behaviour are evident. Pupils and staff have contributed to the school's policies and procedures. These are implemented consistently and promote the inclusive practice of the school.

### **Resources/Budget/Finance**

- Provision of adequate financial and other resources is necessary to the development and sustainability of inclusive schooling.

Exemplified by:

- Support for individual pupils is identified with costs allocated on a weekly, termly and annual basis.
- Learning resources selected by the criteria ensure positive role models for the whole community.
- Resources managed efficiently using ICT systems.
- Budget planning and financial allocations. Budget decisions are made explicitly to secure appropriate resource allocations to meet the needs of vulnerable groups and individuals securing the best value for all pupils.
- The schools record of accessing external resources over time is good and they enhance the inclusive activities in the school, with appropriate evaluation.
- The school demonstrates the cost-effectiveness and value for money of their decisions and spending in terms of the progress that all pupils make.

### **Working in Partnership**

- Inter-agency collaboration should attempt to tackle barriers to pupils learning and to offer supports that will help to facilitate educational (and other) development.

Exemplified by:

- Partnerships. There are well-established two-way links with a range of agencies, including other schools. All staff understand the role and remit of support services.
- Documentation highlights the impact of parental/community involvement e.g. Parent Support Adviser.
- Communication and information is always available in a variety of formats to meet the needs of all partners.
- Phase Transfer and Liaison. Schools and settings regularly seek feedback about the two-way transition process from pupils, parents/carers and school staff. Evaluation procedures are in place.

### **School Performance**

- The development of monitoring and evaluating at all levels of the education system.

Exemplified by:

- All pupils make progress appropriate to ability.
- School procedures cover and value different types of progress, especially where these are relevant to vulnerable pupils e.g. behaviour, attendance, participation as well as attainment.
- Data is used when it becomes available in order to provide further evidence of progress or underachievement of individuals, groups or all pupils.
- Pupils are fully involved in the assessment and target setting process.
- Comprehensive information is used to make effective interventions to enhance performance and measure value added.
- Feedback includes Governors having a strategic role in school's performance.

## Staff Development

- Continuing professional development is important for all staff involved.

Exemplified by:

- Induction of new staff and NQT's follows the NEAT/Quayside Teaching Alliance induction procedure. Audit within school of take up of relevant training requirements for all staff. Training programme in place, which covers the school/Academy approach to inclusion. There are systems for regular meetings with key contact for new staff. All staff have written evidence that training needs are being met. Current training needs are met with regard to Inclusion Disability, Equality and Anti Racism training. New staff regularly meet with mentors and have opportunities to see practice elsewhere.
- Evaluation of the impact of training in the school reflects positive changes in attitude, practice and confidence. There is clear evidence of the impact of training in developing inclusive classroom practice via performance, management reviews for new staff.
- There is a commitment to wider dissemination on inclusion. The school statement of intent and the prospectus outline inclusive principles. The wider community is actively encouraged to attend school run activities promoting inclusive practice. The school is actively involved in inclusive practices within the wider community.
- The governors promote and initiate inclusive practice.

## Teaching and Learning

- High expectations of all pupils is encouraged and underachievement is viewed as unacceptable.
- Inclusive classroom structures and practices involve a range of grouping for teaching. Current research suggests process of setting and streaming institutionalises inequality and, while some pupils may improve their attainment, others will not. Relative levels of attainment and disadvantage will not be adequately addressed. Research has also indicated the need to develop formative approaches to assessment.

Exemplified by:

- Curriculum delivery is inclusive and caters for all pupils.
- Pupils feel respected for their culture, language or disability.
- Teaching strategies and resources are effectively used to support pupil's learning styles.
- Lessons are planned and support allocated to ensure pupils of differing abilities make maximum progress in meeting the lesson objectives.
- Pupils' involvement in their learning is high, self and peer evaluation of their work is embedded in school policy.
- Pupils have an opportunity to set learning objectives, evaluate and record their work in a variety of ways. Pupils feel they are supported and involved in every lesson.
- There are regular opportunities to celebrate achievement and attainment.

Including pupils and pursuing equality is not simply about providing children with access to school. It requires consideration of how the inclusive and equitable processes will work and what the outcomes of inclusive education means for each child.

### **Please note:**

*This policy will be reviewed in March 2020*