



Stockton on the Forest Primary School POLICY FOR EDUCATIONAL INCLUSION

Rationale

At Stockton-on-the-Forest Primary School we believe that all children irrespective of race, culture, colour, ethnic origin, religious belief, gender, physical or academic ability have the right to access quality teaching and learning from a broad, balanced curriculum and wealth of additional learning experiences. In an educationally inclusive school, the teaching and learning, achievements, attitudes and well being of every pupil matter. At Stockton-on-the-Forest we aim to provide an inclusive curriculum, which meets the needs of all pupils including those with disabilities, those with special educational need, those from all cultural backgrounds and pupils with English as an additional language.

Wherever possible, diverse learning needs will be recognised and planned and allowed for, barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. This will be achieved by all members of our school community;

- Being respectful.
- Treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

This policy supports the school's policy for Equality and Diversity.

Governors will

- Ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Provide a nominated governor who has the lead responsibility for educational inclusion and equalities issues.

Head teacher will

- Along with the governing body, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Ensure that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum.

All Staff will

- Keep up to date with equalities legislation by attending training and information events organised by the school or LEA.
- Aim to minimise barriers to learning and participation for all members of the school community.

Teaching Staff will

- Have equally high expectations of all pupils and encourage and enable all pupils to achieve the highest standards
- Challenge children's thinking in a way that prevents discrimination, and promotes inclusive attitudes.
- Recognise and value all forms of achievement by all members of the school community
- Recognise learning needs of all children and plan accordingly.
- Monitor the progress and attainment of all children
- Be aware of and develop the social, emotional and spiritual well being of all children
- Aim to minimise barriers to learning and participation for all members of the school community.
- Promote race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.

Support Staff will

- Have equally high expectations of all pupils and encourage and enable all pupils to achieve the highest standards
- Recognise and value all forms of achievement by all members of the school community
- Support teaching staff in delivering the curriculum to all children
- Support all pupils in accessing the curriculum
- Support teaching staff in monitoring the progress and attainment of all children
- Be aware of and develop the social, emotional and spiritual well being of all children
- Promote race equality, disability equality and diversity through relations with pupils, staff, parents/carers and the wider community.

Pupils will

- Have full access to the curriculum and school activities wherever possible
- Be taught to develop their understanding so that they learn to become more accepting and inclusive of others.
- Be encouraged to celebrate diversity
- Be challenged on incidents of discrimination, bias and stereotyping.
- Receive support where necessary

Parents will

- Be encouraged to be involved in the education of their children
- Be fully informed when special educational provision is made for their child.
- Be encouraged to work in partnership with the school in facilitating educational inclusion for their child.
- Have facilitated access to information and school events wherever appropriate
- Have their right to withdraw their children from classes which pose conflicts to their own beliefs recognised.

Conclusion

The commitment to educational inclusion is an integral part of every aspect of the school's life and work. Wherever possible it is the aim of the school to remove or lessen the impact of any barriers to inclusion for all members of the school community. Where a member of the school community feels they are experiencing repeated or sustained discrimination, the terms and conditions of the school's anti-bullying policy will apply.

Where a member of the school community feels excluded by reason of disability, levels of special educational need, cultural background or because English is an additional language, they should raise the issue with the Headteacher who will log the issue and report it to the Governing Body of the school.

Monitoring and Review

- Allegations of discrimination will be logged by the Headteacher who will report to the Governing Body via the Head teacher's report.
- The attainment and progress of groups of pupils will be tracked and monitored. Where a specific group is identified as underachieving or under attaining, an Action Plan will be drawn up with clear and measurable targets and dates for improvement. The Headteacher and members of teaching and non-teaching staff will monitor progress against the Action Plan. Progress will be reported to the Governing Body.
- The policy for Educational Inclusion will be reviewed regularly.

Reviewed May 2011

Reviewed January 2018