Turves Green Primary School

Policy for Inclusion

May 2018
To be reviewed May 2019

Laura Allden
Assistant Head Teacher SENDCo

Links to Rights Respecting*:*

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community

1. Overall Principles

- Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.

- Every human being is unique in terms of characteristics, interests, abilities, motivation and learning needs.

- Educational systems should be designed to take into account these wide diversities.

- Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.

2. Inclusion: the policy context

Inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Increasing mainstream access is an important goal. However, it will not develop spontaneously and needs to be actively planned for and promoted. Moreover, inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with children and their families and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a process not a state.

3. Legislation and guidance

We believe that this Inclusion Policy is compliant with current legislation and requirements as specified in:

- Schedule 10 of the Equality Act 2010

- Children and Families Act 2014

- Special Educational Needs and Disability (SEND) Code of Practice (2015)

- Supporting pupils at school with medical conditions (DfE, 2015)

- The national curriculum in England Key stages 1 and 2 framework document (DfE, 2013)

- Teachers Standards (DfE, 2013)

4. Key principles

Valuing diversity: All children are educable and are the responsibility of the education service. They should be equally valued whether or not they have special or additional educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

Entitlement: Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.

Participation: All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account. All arrangements should protect and enhance the dignity of those involved.

Individual needs: The development of inclusive practice should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs and to accommodate their diversity.

Planning: All educational and inter-agency planning should be based on inclusive principles. Inclusion requires ongoing strategic planning at both system and individual level. Considerable effort is still needed to overcome the barriers to inclusion that exist.

Collective responsibility: The principle of inclusion extends into society as a whole. Within educational establishments, local and central government departments, it should therefore be an issue for all staff rather than the exclusive responsibility of a particular group of individuals.

Professional development: Inclusion requires both extension of the application of existing skills and the development of new ones. All staff need to feel supported through this process and have access to a range of appropriate courses, advice and resources.

Equal opportunities: There is a potential tension between an emphasis on those 'standards' which lead to a placement in a hierarchy and the pursuit of inclusion. Whilst the two are not incompatible, it is essential that the tension is recognised and that account is taken of all pupils' needs in planning educational development.

4. School responsibilities

We will:

- Seek to ensure that there is an agreed understanding within the school of the broader meaning of inclusion; that it is a quality issue that concerns the entire process of education and not simply where children are placed. Appropriate development goals should be set for this area and progress monitored.

- Recognise the links between inclusive education and catering for diversity. This means promoting a whole school ethos that values all children and their families, whatever their individual needs.

- Foster a climate that supports flexible and creative responses to individual needs. A lack of success in initial responses should not be deemed an adequate reason to abandon inclusion, but rather as a 'starting point'.

- Recognise inclusion as part of the school's equal opportunities policy and that there need to be clear arrangements for implementation, funding and monitoring.

- Ensure that all school developments and policies take account of inclusive principles.

- Ensure that the admission of pupils with special educational needs is handled positively and sensitively. While, in some cases, additional support and advice may be necessary to ensure that children's needs are adequately met, all parents and children should be made to feel welcome.

- Ensure that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.

- Work collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.

- Recognise that inclusion is the responsibility of all school staff. Developments in practice will need the support of all staff and the school community as a whole. They will need to be consulted and involved in developments from the beginning.

- Enable all staff to have access to suitable professional development opportunities which will support the development of inclusive practice.

5. Complaints

Should parents or children be dissatisfied with any aspect of this Inclusion Policy, they should discuss their concerns directly with the school. If this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

6. Links with other policies or documents

This policy links to our policies on:

- Accessibility
- Admissions
- Curriculum policies
- Medicines
- School Development Plan
- Policy for SEND and Information Report
- Teaching and Learning Policy