

**Inclusion Policy**  
**Holtsmere End Junior School**  
**September 2009**  
**Review Autumn 2011**

**Aims and Objectives**

At Holtsmere End Junior School we are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school regardless of their age, gender, ethnicity, attainment or background.

We work hard to be an inclusive school where equality of opportunity is a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Ethnic minority and faith groups
- Children with Special Educational Needs
- Children where English is an Additional language
- Gifted and Talented Children
- Any children who are at risk of disaffection or exclusion
- Vulnerable learners
- Looked-after children
- Children who have joined the school other than at the normal intake times

We believe that every child and young person should have equal rights:

- To be included in their school as a valued, responsible and equal member of the learning community, with other children of the same age.
- To have access to an inspiring, broad, balanced and inclusive curriculum, which reflects diversity, and which is delivered through differentiated teaching and learning opportunities.
- To have access to all facilities and activities enjoyed by their peers, and to have access to information in their chosen format.
- To have the support that they require to enable them to achieve their full potential and to be able to access a life-long learning process.
- To attend appropriate provision grounded within the community, with access to support networks and specialist expertise should there be a need
- To have access to adult role models and opportunities to meet others who share their experiences.
- To have their views heard, their gifts recognised, their differences celebrated and their contribution acknowledged.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these questions:

- Do all children work to their full potential?
- Are there differences in the achievement of different groups of children?

- What are we doing for those children we know are not working to their full potential?
- Are our actions effective and leading to increased learning and enjoyment by the children?

### **Statutory Responsibilities**

The Disability Discrimination Act (2005), SEN and Disability Act (2001) and Race Relations (Amendment) Act 2000 require the Local Authority, schools, early years and other educational settings to promote equality of opportunity for different groups of learners, review their policies and practices to ensure they do not discriminate against particular groups of learners, and to pro-actively promote disability equality and race equality. The new equalities legislation will extend this cover to other equalities areas, e.g. gender, religious belief and sexuality.

Ofsted has pointed out that:

*“An educationally inclusive school is one in which the teaching and learning, and the achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools.”* (Ofsted 2001)

### **Staff Responsibilities**

- To meet the needs of all learners through a broad, balanced and appropriate curriculum.
- To celebrate and publicise the achievements of learners.
- To respond flexibly and creatively in providing for all learners taking into account knowledge of learners’ backgrounds, beliefs, preferred learning styles and particular aptitudes and interests.
- To develop in young people self-advocacy skills to ensure their voices are heard.
- To base all planning on the principles of inclusion and clearly show how different groups are being supported (highlight G&T and SEN)
- To work with local communities to break down barriers to inclusion when appropriate

### **SENCo and senior leadership team Responsibilities**

- To audit educational outcomes for all potentially vulnerable groups and to identify and remove barriers and build bridges for inclusion.
- To monitor and evaluate the effectiveness of inclusive practice in raising standards and improving educational outcomes.
- To develop policies and practice that encourage the use of language that is inclusive and non-discriminatory.

### **Teaching and Learning**

See policies on Positive Teaching and Learning, Gifted and Talented, Special Educational Needs and Equal Opportunities for specific ways to include children that fall within these categories.

We aim to give all our children the opportunity to succeed and reach their full potential. When planning their work, teachers take into account the abilities of all their children, highlighting support and differentiating for children who are Gifted and Talented and those with Special Educational Needs.

Teachers adhere to the relevant equal opportunities legislation covering race, gender and disability.

In our school the teaching and learning, achievements, attitudes and well being of every child are important. We follow the necessary current regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. We believe in a learning partnership between all our partners.

### **Inclusion and Every Child Matters:**

- **Being Healthy and Staying Safe**

We will ensure that all children feel safe in their educational setting, are healthy, ready to learn, their access needs are met, and to ensure that all children are free from bullying and harassment.

- **Enjoying and Achieving**

We will ensure that all children are able to access their entitlement to personalised learning opportunities and a curriculum that is inclusive, meaningful, relevant yet challenging and which inspires them to learn and that the gaps between the attainment of different groups of pupils are closed.

- **Making a Positive Contribution and Achieving Economic Wellbeing**

We will enable all children to make a positive contribution and become successful life-long learners, and to ensure that a variety of mechanisms are in place to ensure the views of all children are heard and taken into account in decision making through school council and a suggestions box all children can contribute to.

P.A. Evison