



Wibsey Primary School

Policy Statement for Inclusion

Inclusion is a continuous process concerned with identifying and removing barriers to learning for all children. This Policy Statement takes into account the 'Equal Opportunities Act' 2010 and the duty on schools from April 2011.

Aims

To promote the presence, participation and achievement of all children with an emphasis on those learners who may be vulnerable and in need.

Principles of our Statement for Inclusion

- The interests of all pupils must be safeguarded.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential. (Mainstream may not necessarily be right for every child).
- The views of the parents and the child will be considered and incorporated.
- The school will meet the needs of all the children in a positive and pro-active way.
- School will liaise with external agencies to train staff appropriately and provide the right strategies and support for children.

Presence

Presence is concerned with attendance and school will endeavour to ensure that children attend regularly, punctually and safely. We aim to foster a relationship of mutual trust and respect through the work carried out by the Parental Involvement Worker. Our analysis of attendance is rigorous.

Families who may have difficulties with attendance are quickly identified and necessary actions are taken.

Participation

Participation is concerned with the quality of children's educational experiences, their self esteem and sense of self worth, and the extent to which they feel they belong. This also includes the perceptions of parents and carers, the service they receive and whether their views, beliefs and values are taken into account.

Achievement

Achievement is concerned with the full range of learning outcomes of children across the whole curriculum both inside and outside of the classroom environment.

Other policies to be considered alongside this statement include –

SEN

EAL

Gifted and Talented

Positive Behaviour

Attendance

Teaching and Learning

Assessment

Equal Opportunities.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by –

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot.

January 2012