



# **Tudhoe Colliery Primary School**

## **Inclusion Policy**

*'Challenge and Support for All'*

## **1. Introduction**

**Supporting and enabling every individual child to develop their full emotional, social and academic potential is central to our aims and vision. It is in this context that the inclusion policy for our school has been written. Inclusion is about equal opportunities for all learners, whatever their age, gender, gender identity, ethnicity, beliefs, sexual orientation, ability or background. It is about all children being entitled to actively participate in a meaningful and relevant set of learning experiences and to achieve their best.**

**The inclusion policy has been written in accordance with our vision for Tudhoe Colliery and is supported by the following school policies: Special Educational Needs, Able, Gifted and Talented, Equal Opportunities Policy, Behaviour Policy, Looked After Children Policy, Teaching and Learning Policy and Curriculum Policy.**

## **2. The Inclusion Framework**

**Inclusive Schooling - The children and families act 2014 and the Special Educational needs and disability Regulations 2014(amended twice in September 2014and March 2015 provides guidance about the inclusion framework provides guidance about the inclusion framework. Local authorities and schools must have regard to the guidance, which defines inclusive schools as having:**

- An inclusive ethos**
- A broad and balanced curriculum**
- Early identification of barriers to learning and participation**
- High expectations and suitable targets for all children**

## **3. Key principles**

- We respect and value all children and we view the diversity of cultures and needs within the school as a positive resource**
- We educate children about differences between people and how we should embrace and celebrate differences within our community**
- We challenge any behaviour that contradicts our school code, developed from The Equality Act 2010 and was introduced fully in April 2011**
- All children have a right to an education that is suited to their particular needs and abilities**
- The school has the highest expectations for all children who will be provided with high quality teaching, support and challenge to enable them to achieve their best**
- All children will be offered full access to a broad, balanced and relevant education, including the National Curriculum and extracurricular activities**

- **We see the education of every child as a partnership between the child, teachers, parents/carers and external agencies as necessary**

#### **4. Aims**

- **To promote an inclusive ethos at Tudhoe Colliery which ensures that all pupils feel valued and that the needs of all pupils are met**
- **To enable all pupils to reach their full potential by providing a rich, stimulating, challenging and personalised curriculum**
- **To promote the social, moral, spiritual and cultural development of all pupils**
- **To prepare all pupils to excel in the world of work and in their chosen path and be ready for the challenges and opportunities of the 21<sup>st</sup> Century**
- **To ensure the highest outcomes and standards for all groups of pupils, and that any underachievement is identified and effective strategies and interventions are put in place to address this**
- **To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions**
- **To support teachers in their work on curriculum development and delivery with particular reference to issues of differentiation, curricular access and achievement**

#### **5. Inclusion at Tudhoe Colliery**

**Educational inclusion at Tudhoe Colliery pays particular attention to the provision made for the emotional development and academic achievement of different groups of learners within the school. By these we mean any or all of the following:**

- **Minority ethnic pupils including those with English as an additional language**
- **Pupils with special educational needs (having regard to the code of practice)**
- **Able, gifted and talented pupils**
- **Children 'looked after' by the local authority**
- **Pupils with medical needs and those with a disability**
- **Pupils with emotional and behavioural difficulties**
- **Other children such as young carers or children from families under stress**
- **Any pupils who are at risk of disaffection and exclusion**
- **Pupils on the Child Protection register**
- **Pupils known to be eligible for free school meals**

- **Long or short-term vulnerable or traumatised pupils including refugee and traveller children**

**At Tudhoe Colliery we are fully committed to promoting and achieving an inclusive environment in which barriers to learning and participation are overcome. We aim to achieve this by:**

- a. Recognising and valuing individual strengths, abilities and needs**
- b. Creating an environment where all pupils can contribute fully and feel valued**
- c. Offering a curriculum which enables all pupils to develop and succeed**
- d. Organising teaching groups so that they provide the most effective environment for learning and achievement**
- e. Ensuring lessons are accessible to all pupils**
- f. Actively involving pupils in their own learning**
- g. Supporting pupils in learning to manage their own behaviour and relationships with others**
- h. Using a wide range of assessment opportunities which enable all pupils to demonstrate their achievement**
- i. Rewarding all forms of achievement and improvement**
- j. Ensuring that all pupils have equal opportunities to participate in extracurricular activities and the social life of the school**
- k. Offering fresh opportunities to our pupils who have experienced previous difficulties**
- l. Working in partnership with parents/carers and providing any support we can**

## **6. Strategies for implementation**

**We ensure the effective implementation of this policy by**

- a. Regularly organising professional development activities which help all staff to understand and remove barriers to learning and participation in school including disaffection and disruptive behaviour**
- b. Developing effective systems that enable all teachers to implement strategies outlined in Support Plans**
- c. Developing an understanding of differences of background, religion, culture, ethnicity, gender, gender identity, impairment and**

sexual orientation, through the curriculum, PSHCE programmes of study and assemblies

- d. Allocating support staff to where they are most needed and ensuring that they are used to best effect by teachers
- e. Monitoring the progress and attainment of the different groups of pupils by the SENCO and SLT (Senior Leadership Team)
- f. Using all available knowledge of each child to help identify pupils at risk of being excluded from any aspect of school life
- g. Providing planned and appropriate support for the specific needs of pupils making full use of outside support agencies
- h. Making our building physically accessible to all people where possible
- i. Working with and involving parents/carers in overcoming barriers to learning and participation in school
- j. Ensuring that all other relevant policies reflect and support the inclusive nature of our school

## **7. Roles and Responsibilities**

**The Governing Body is responsible for:**

- a. Ensuring that the school complies with Equalities and Disability and SEN related legislation, including the general and specific duties.
- b. Ensuring that the Inclusion Policy is implemented, monitored and reviewed

**The Headteacher is responsible for:**

- c. Ensuring, along with the governing body, that the Inclusion Policy is implemented, monitored and reviewed
- d. Ensuring 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.
- e. Ensuring that issues of equality and inclusion are addressed within the PSHCE curriculum.

**The SENCO is responsible for:**

**The SENCO's responsibilities are outlined in the SEN Policy**

**Classroom Teachers are responsible for:**

- f. Checking their class lists and using Arbor (School Management System) to familiarise themselves with levels of need, provisions and strategies for all the pupils they teach**
- g. Updating themselves daily with incidents that are recorded on cpoms**
- h. Ensure they know which pupils in their class have a PEEPS and or Risk assessment**
- i. Familiarising themselves with the Health care Register**
- j. Familiarising themselves with the SEN register**
- k. Providing the necessary challenge and support to ensure that all pupils achieve their potential**
- l. Implementing classroom strategies, including differentiated teaching, which ensure access to the curriculum for all pupils**
- m. Identifying underachievement of any pupil and putting in place strategies to address this**
- n. Delivering interventions outlined in a pupil's support plan**

#### **8. Monitoring, Review and Evaluation**

**This policy will be monitored for its impact on the quality of provision and the outcomes for pupils and will be reviewed on a regular basis to ensure continuous improvement.**

- SLT will analyse pupil performance by gender, ethnicity, FSM, ability and SEN using internal progress data officially published data. The outcomes for these groups of pupils will be compared with national outcomes for similar pupils and plan the appropriate interventions to ensure that all groups and individuals achieve to the best of their ability**
- The SEN governor will report back to the Governing Body (Barbara Hilton)**
- The impact of this policy, outcomes for groups of students and progress in meeting relevant targets in the School Improvement plan will be reported to Governors through the Headteacher's report**
- This Inclusion Policy will be reviewed by the Governing Body on an annual basis**
- The views of parents/carers, pupils and teachers will be sought and their feedback used to improve provision**

**September 2023**