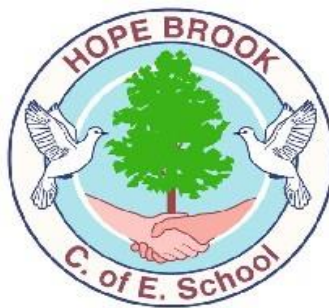


# Hope Brook Church of England Primary School



## Inclusion Policy

The staff and governors are committed to the development of each child in a positive, healthy and respectful learning environment to encourage all children to achieve their fullest potential.

We want all the children and adults to achieve success through their own efforts, teamwork, self-discipline and motivation; and through links with the Church, the local community and the global community, work towards a better future for themselves and the world in which they live.

## Inclusion Policy

### Aims and Objectives

At Hope Brook Church of England Primary School, the achievements and attitudes of every young person matters. We are fully committed to ensuring a culture of equal opportunities. Everyone should have the opportunity to join with their peers in the curriculum and life of the school. Inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, attainment and background. We aim to monitor the provision for and the achievement of all individuals within the school. (See *Appendix for more details regarding identified groups.*)

We plan our curriculum to extend our children's knowledge and experience of other cultures, languages and celebrations. Our curriculum reflects the diversity of our society and not just our community. We encourage children to explore in a positive way the differences and diversity of people. We positively challenge stereotypes and approach discrimination pro actively; a positive learning culture and an inclusive curriculum inspire understanding and harmony. Ensuring everyone is treated fairly, achieves their potential and has an opportunity to learn effectively without interference or disruption is key to our positive learning culture.

These aims reflect the requirements detailed in the Every Child Matters agenda (Stay Safe, Enjoy and Achieve, Be Healthy, Make a Positive Contribution and Achieve Economic Well-being.)

### Roles and Responsibilities

All partners at our school (see Appendix 2) have a responsibility to promote inclusion:

- To ensure everyone has a right to feel secure and knows their contributions are valued.
- To ensure everyone is appreciated and their differences valued.
- To ensure children experience success.
- To ensure everyone participates fully regardless of their needs.
- To ensure a range of materials which reflect a variety of social and cultural backgrounds. Materials are free from stereotyping.
- To ensure our curriculum and our learning environment are creative and cater for all types of learners
- To ensure a curriculum experience that allows for a range of different learning styles.
- To ensure everyone has access to all aspects of the curriculum at their level. (See relevant policies: SEN, Equal Opportunities, Disability Equality Scheme, Race Equality, EAL, Gifted and Talented)
- To ensure our physical environment is appropriate / adapted for the needs of our pupils and staff
- To ensure everyone has access to the contents of the above policies.
- To ensure the well being of everyone.

### Admissions Policy

All applications for places at our school will be treated fairly. No child will be refused a place in our school because of their special need, disability, race, gender or background.

## Inclusion Policy

### Monitoring, evaluating and reviewing

Monitoring and reviewing achievement is embedded in our teaching and learning ethos. Partners involved in this process will reflect on the following questions:

- Does everyone achieve their potential?
- Are there differences in the achievement of different groups?
- What support is offered to those who are not achieving their potential?
- Are our actions effective?
- Are we preparing all pupils to live inclusively in a diverse society?

Date of policy: September 2014

Date of review: September 2019

This policy was formulated in consultation with the Headteacher and teaching staff.

This policy was accepted by the Governing Body at their meeting on Wednesday 19<sup>th</sup> November 2014, and will be reviewed in five years.

Signed .....

Chair of Governors

Signed .....

Headteacher

## **Appendix 1**

We are aware that specific groups of pupils are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups may include:

- boys and girls
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language
- pupils with disabilities
- pupils with special educational needs
- gifted or talented pupils
- 'looked after' children
- Children with medical needs
- young carers and children from families under stress
- pupils who are at risk of disaffection and exclusion

## **Appendix 2**

The term 'partners' refers to all interested parties. The partners involved will vary depending upon individual needs.