

CHEAM PARK FARM JUNIOR SCHOOL

INCLUSION POLICY

PHILOSOPHY / RATIONALE

"Schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all...Inclusive schools recognise and respond to the diverse needs of their pupils, accommodating both different styles and rates of learning and ensuring quality education for all through appropriate curricula, organisational arrangements, teaching strategies, resources use and partnerships with their communities."

UNESCO Salamanca Statement 1994

"Our vision is to create a happy and caring environment where all members of our school community feel safe and supported and are able to develop confidence and self-esteem; an environment where everyone is valued equally and where there is concern for the individual."

PRINCIPLES AND PURPOSE

Cheam Park Farm Junior School seeks to offer an inclusive environment in which diversity is celebrated and all pupils reach their potential, regardless of ability, ethnicity, gender or background. This means that equality of opportunity must be a reality for our pupils. We make this happen through our unreserved acceptance of the different groups of pupils within our school community:

- Girls and boys
- Minority, ethnic and faith groups
- Pupils who need support to learn English as an additional language
- Pupils with learning difficulties and disabilities
- Pupils with special educational needs
- Gifted and talented pupils
- Pupils at risk of disaffection or exclusion
- Pupils with medical needs
- Pupils from different socio-economic backgrounds
- Pupils with safeguarding and child protection needs
- Refugees
- Travellers
- Bereaved

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

AIMS AND OBJECTIVES

In order to achieve this we aim to;-

- provide high quality teaching and learning experiences for all pupils
- demonstrate high expectations of all pupils
- ensure that the 'Every Child Matters' agenda is met for every child, regardless of diversity of need.
- through the ethos of the school, the PSHCE curriculum, assemblies and extra-curricular provision, ensure that all pupils feel equally valued and experience success
- identify potential barriers to learning/social inclusion at an early stage
- develop all children as independent learners
- respond flexibly to the particular needs of individuals and groups
- work towards becoming a rights respecting school (UNICEF RRSA).

PROCEDURES

The school will;-

- adhere closely to the above policies, to ensure early identification of needs, appropriate support and good communication
- set suitable learning challenges with high expectations for all pupils and provide appropriate support
- seek to identify vulnerable children at an early stage through high quality assessment and good communication with parents, carers, and other agencies
- monitor closely the progress of all children identified as vulnerable
- ensure that resources reflect and respect the backgrounds of all groups
- seek help and support from other agencies as appropriate and liaise with them as required
- deal sensitively with individual needs
- ensure that all staff are aware of the needs of individuals and groups as appropriate, maintaining confidentiality and sharing information on a 'need to know' basis when information is of a sensitive nature.

PERFORMANCE

The Leadership Team will monitor the implementation of this policy to ensure that procedures laid down are reflected in practice. Any revision of the policy, including any necessitated by new legislation, will be built into the School Development Plan for the following year.

The Inclusion Governor will monitor the implementation of the policy through termly visits to meet with the Assistant Head teacher or Head teacher. The Governors' Curriculum & Policy Committee will monitor the implementation and review process as a termly agenda item. Any revision of the policy will be ratified by the Curriculum & Policy Committee.

OTHER INFORMATION

This policy should be read in conjunction with our policies for Equal Opportunities, Race Equality, Special Educational Needs, Gifted and Talented, and the policy documents for each individual curriculum area.

A review of this policy will take place at the end of the academic year 2012.

Any changes will be agreed by all staff and governors.