

HILLSIDE PRIMARY SCHOOL

Inclusion Policy

At Hillside Primary School we are committed to giving all our children every opportunity to achieve the highest of standards and to challenge each child to reach their full intellectual, creative and physical potential through a fully integrated curriculum.

We encourage children to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. We strive to create a diverse community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and school.

Our school aims to be an inclusive school in which the learning, achievements, attitudes and well being of all learners matter. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority, ethnic and faith groups;
- Asylum seekers and refugees;
- Children who need support to learn English as an additional language;
- Children 'looked after' by the local authority;
- 'Gifted and talented' learners;
- Children with 'special educational needs';
- Young carers;
- Children from families under stress;
- Any children who are at risk of disaffection or exclusion

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through;

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

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

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for these children who we know are not achieving their best?
- Are our actions effective?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

The School Aims To:

1. Provide clear guidance for the future work of the school on matters of equality and educational inclusion issues;
2. Make sense of the wide range of initiatives that promote inclusion and to enable them to operate within a coherent framework that is explicit about the meaning of inclusion, and the principles that should underpin it;
3. Bring some cohesion to the different requirements that relate to the groups at risk of social exclusion;
4. Challenge discrimination and celebrate diversity;
5. Ensure that incidents of racism, racial harassment, or bullying or harassment related to any other equality issues are dealt with firmly and sensitively;
6. Ensure all staff feel valued and able to contribute fully to all aspects of the school.
7. Tackle the underachievement and exclusion of groups who have been marginalized or disadvantaged in the past, through taking positive action to ensure that they have their rights upheld.
8. Ensure that staff who follow up absences should be aware of, and sensitive to, relevant community issues;
9. Be aware of the rights for provision to be made for leave of absence for religious observance;
10. Monitor results by ethnicity as well as overall;
11. Remove cultural, linguistic or gender bias from all aspects of school life;
12. Address the access needs of all learners so that they do not face barriers to learning, particularly in any assessment processes;
13. Support learners in assessments so that they are able to show fully both what they know and what they can do;
14. Publicly support and value diversity, actively promote inclusion and openly oppose all forms of discrimination;
15. Promote a positive atmosphere of mutual respect and trust between learners and staff from different groups;
16. Encourage children to share their worries and fears with adults;
17. Use a range of sensitive teaching strategies when teaching about different cultural traditions;
18. Ensure that the school discipline is fair and equitable;

19. Ensure that all posts within school, including those for non-teaching staff, should be formally and equitably advertised and open to the widest pool of applicants;
20. Ensure that all those involved in recruitment and selection should be aware of what they should do to avoid discrimination and ensure good practice throughout the selection and recruitment process;
21. Record and analyse on equalities grounds any incidents of staff harassment or bullying;
22. Ensure all information and materials for parents/carers should be made accessible in user-friendly language;
23. Be open to suggestions for changes and alterations of and to any specific individual provision /requirement to ensure full access to all.

At Hillside Primary the teaching and learning, achievements, attitudes and well being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Please also refer to the following policies:

- Equality Diversity and Cohesion Policy and Scheme
- Special Educational Needs
- More Able & Talented

This Policy will be reviewed at least every 3 years.

Date Agreed By Governing Body: 10 th October 2015	Signed: Chair of Governors
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