



## Inclusion Policy

As also stated in our Transition Policy, Polwhele House views all children, parents and staff as part of a Polwhele family who are considered, valued and included in our special community. We are committed to providing a broad and balanced academic and social curriculum for all pupils. We value all children in the school equally and strive to eliminate prejudice and discrimination. We recognise that the needs of individuals and groups of pupils are many and varied, and that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment or background. (Please also see the SMSC policy for reference to the Equality Act, 2010).

### Aims:

- To make teachers and other staff aware of the principles for inclusion and to develop cultures, policies and practices to enable us to respond to and support all learners.

### The principles for inclusion are:

- Responding to pupil's diverse learning needs.
- Setting suitable learning challenges.
- Overcoming potential barriers to learning and assessment for individuals and groups.

### Strategies:

All teaching staff should be aware of the diverse experiences, interests and strengths that their pupils bring to the school which will affect their learning.

We expect teachers to take account of pupils' different needs and learning styles by:

- Creating supportive, effective and meaningful learning environments.
- Ensuring pupils are motivated and attentive.
- Using a range of teaching styles to ensure equality of opportunity.
- Using assessment strategies that promote individual pupil's progress and setting targets for learning.

### Learning challenges:

- Knowledge, skills and understanding should be taught in ways that suit the pupils' abilities.
- Teachers should be flexible in planning to accommodate learning needs at earlier or later stages of the syllabus than that planned for the majority of pupils, considering their differentiation carefully to support and challenge, exploring greater depth.
- Pupils should be given opportunities to show what they can achieve.

### Barriers to learning:

For pupils who have been identified as having special educational needs, a disability or who have particular needs with regard to learning English as an additional language; teachers have a duty to take account of their difficulties and support individuals or groups so they can participate and contribute effectively in the curriculum.

Teaching staff will:

- Have regard to for the SEND policy
- Work with the school SENDCO to ensure pupils' individual needs are supported, gaining advice and guidance on learning styles and classroom management.
- Plan differentiated work where necessary.
- Support the use of equipment to enable access to the curriculum and completion of tasks.
- Help pupils to manage their behaviour and emotions.
- Plan appropriate classroom support where appropriate.
- Allow extra time and opportunities for completion of tasks as per individual pupil need.

The school will:

- Ensure that all the curriculum, extra-curricular activities and enrichment are barrier free and do not exclude any pupils.
- Work closely with parents to support pupils with special educational needs.
- Liaise with outside agencies and professionals as necessary.
- Implement the PSHE curriculum and SMSC values and opportunities promoting and valuing diversity, difference and disability.

**Created:** September 2018

**Reviewed:**

**Review date:** According to the school's three-year policy review cycle