



# CHANGE SCHOOLS PARTNERSHIP

## Inclusion Policy

Date of Policy: Summer 2017  
Date Adopted: Summer 2017  
Date for Review: Summer 2019

## **Introduction**

Inclusion is the term used to mean the process of identifying, understanding and breaking down the barriers to participation and belonging (Early Childhood Forum definition) and is a prominent principle of government policy at both a national and a local level. The CHANGE partnership focuses on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school.

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background and we strive to eliminate prejudice and discrimination; creating a happy environment where all children feel safe, secure and valued.

We are committed to giving all of our children every opportunity to achieve the highest of standards.

Our policy on inclusion aims to ensure appropriate learning and positive experiences for all our pupils. This process involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the diversity of pupils and take into account the views and experiences of the child. This distinguishes it from integration, which focuses on the placement of an individual or group having to adapt to what the school can offer. Inclusion across CHANGE Partnership is seen in the widest possible educational context.

### **Aims:**

- To include and educate all pupils in a community in which they are encouraged to show respect for human rights. The pupils must be seen to be valued and listened to and all are expected to contribute to the well-being of others.
- To respect and include all pupils equally and view the diversity of cultures and needs within the school as a resource.
- To regularly review the environment, buildings, rooms and resources and adapt to ensure inclusion for all pupils.
- To allocate resources in a way that makes the commitment to inclusion explicit and transparent.
- To overcome physical and developmental barriers and offer all pupils access to an appropriate curriculum and social activities.
- To develop specialist and multi-agency support, which enables pupils to engage with the curriculum, in the life of the learning community and the life of the wider local community, including being able to participate in community events.
- To celebrate local cultures.
- To promote parents'/carers' and pupils' involvement whenever possible in decisions that affect learning.
- Through these aims we endeavour to overcome barriers to learning and value all pupils.

## **Promoting an Inclusive Environment**

In order to promote and achieve an inclusive environment for pupils overcoming barriers to learning and participation for all we:

- Ensure the early identification through on-going assessment. If it is deemed necessary then children are initially placed on SEN support (Please see the SEND policy).
- Actively and creatively seek pupils' views, including the use of school council.
- Ensure that high expectations of pupils are established.
- Plan for teaching and learning so that pupils are increasingly able to make choices, express opinions and pursue interests.
- Provide and reinforce the importance of continuing professional development, which fosters best practise for all members of staff.
- To endeavour to work in partnership with parents / carers and the pupils to provide opportunities, choice and a response to diversity.
- Encourage flexibility in rules, routines and curriculum so that every care is taken to ensure that all pupils experience the full range of curriculum activities.
- Plan for and design quality environments to enable access to all facilities and resources. This means reviewing existing provision, making adaptations where necessary.
- Encourage links with local community.
- Endeavour to provide age appropriate resources.
- Plan for displays, events and educational programmes to reflect our diverse community.
- Ensure that the school celebrates and reflects the diverse cultures and communities.

## **Evaluation and Monitoring**

- The effectiveness and usefulness of inclusion arrangements will be monitored and evaluated by those responsible for monitoring teaching and learning practise, with the governor responsible for inclusion. Evidence will be visible round the school through display and through educational programmes in class.

## **Safeguarding Children**

- We will strive to protect our children from issues that could be affecting their education, or emotional well-being.
- We, as caring adults, will do all we are able to legally, to assist our children overcome significant harm.
- The education and care of our children is paramount.

“Every child has the right to be free from abuse and neglect ..... to be treated with dignity and respect. Consequently every citizen has a responsibility for protecting this right”  
.....Essex Area Child Protection Committee

“Child Protection is a sensitive issue and often requires courage from the person making referral, BUT child abuse is totally insensitive and destroys the lives of those whom it touches.”