



## Inclusion Policy

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Created by	Mrs H. McNeill
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### 1. Introduction

This policy is a working document, which reflects the ethos and practice within the school in relation to Inclusion. It has been written with due regard to the requirements of the Statutory code of practice on the duty to promote race equality A GUIDE FOR SCHOOLS, the SENDA and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

### 2. Aims and Objectives

The whole ethos of The Federation of Rawcliffe Bridge and Rawcliffe Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

The guiding principle that informs this policy is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Rawcliffe Bridge and Rawcliffe Primary School believe that:

- Everyone has the right to education.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.
- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
- Every child has unique characteristics, interests, abilities and learning needs;
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;
- Those with special needs must have access to mainstream schools which should accommodate them within a child centred pedagogy capable of meeting their needs;



- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost - effectiveness of the entire education system.
- An inclusive school needs: visionary leadership, collaboration, refocused use of assessment, support for staff and pupils, appropriate funding, effective parental and pupil involvement, use of effective programme models and classroom practices.

**We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.**

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

**We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. (including Vulnerable groups) These groups include:**

- Pupil premium children (FSM and LAC)
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who are Gifted and Talented
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with disabilities.
- Pupils with special behavioural or emotional needs

**We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:**

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

**We aim to provide happy, healthy and safe schools by:**

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents



- Taking care to balance the needs of all members of the school community
- Operating a fair and consistent good behaviour and anti-bullying policy.

**We secure inclusive education for our pupils by reviewing and evaluating what is done:**

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?
- Do we listen to our pupils' views and opinions?

**We ensure that the needs of all vulnerable groups are catered for, monitored and our provision is evaluated on a regular basis.**

- Have we identified the vulnerable groups within the schools?
- Do we regularly review our identified vulnerable groups?
- Do we monitor the success of interventions put in place to support vulnerable groups?
- Do we listen to the opinions of children identified as being in a vulnerable group?

### 3. Practice

- Rawcliffe Bridge and Rawcliffe Primary School already provides for the additional needs of disabled pupils who have special educational needs (SEN). From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils.
- Although this is a new duty to plan, it does not require a separate planning process. The Federation will dovetail its accessibility plans with other plans, for example the School Development Plan. Maintained schools have a duty to publish information about their accessibility plans in their governors' annual report to parents. In reporting to parents in their Annual Report, governors will include a new section on access planning within the SEN report.
- Schools and LEAs are required to plan for:
  - Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
  - That class placement with age peers is affirmed as the preferred option for students with disabilities, with emphasis on the identification of appropriate and equitable learning and social outcomes. Whole-school programs and practices should be identified that include students with disabilities in the full range of school activities and provide effective social outcomes for all students.
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.



- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and are made available within a reasonable time frame.
- As well as disabled pupils this policy will include those who:
  - • have challenging behaviours (including those associated with learning difficulties);
  - • are violent or abusive;
  - • are known persistently to bully others;
  - • have been excluded or are at risk of exclusion;
  - • have statements of special educational need for emotional or behavioural difficulties;
  - • have committed criminal offences or have been referred to the Youth Justice System;
  - • are absent without authorisation;
  - • are involved with drug or alcohol misuse;
  - • are diagnosed as suffering from a complex mental health need;
  - • are schools refusers;
  - • are withdrawn or emotionally vulnerable;
  - • are children from a minority ethnic, cultural or religious background;
  - • are traveller children;
  - • are young carers;
  - • display racist attitudes and actions;
  - • are identified as having SEN in accordance with the Code of Practice (CoP);
  - • come from a family background with significant emotional or social need;
  - • are children in public care or referred to as 'Looked After';
  - • have a significant history of trauma, such as refugees;
  - • are victims of bullying or racism;
  - • are pregnant;
  - • act as prime carers;
  - • suffer from domestic violence;
  - • have undiagnosed medical needs;
  - • have unidentified, social or education needs.

**The Education Act 1996 places local education authorities under a duty to make education available for all school aged children in their area appropriate to their age, aptitude and ability. This duty extends to all children residing in their area, whether permanently or temporarily. It embraces, in particular, Traveller children and the children of displaced persons.**

**The DES circular 1181 paragraph 5 details that the LEA duty extends to all children residing in their area whether permanently or temporarily.**

**"This duty thus embraces in particular Traveller children including Gypsies".**



**The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, makes it unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or natural origin. The amended Act also imposes general duties on many public authorities to promote racial equality. Gypsies are recognised as a minority ethnic group entitled to protection under the act.**

#### KEY POLICIES:

The following key policies are fundamental to the implementation of this policy:

- Admissions
- Good Behaviour and Anti-Bullying
- Health and Safety
- Curriculum Planning
- Assessment, Recording, Reporting and Target Setting
- Effective Teaching and Learning
- Special Educational Needs
- Child Protection
- Equal Opportunities (inc Race Equality)
- PSHCE
- Medical and Medicines
- Sex and Relationships
- Health and Drugs Education
- Disability Equality Policy

**Anyone writing or updating any policy needs to refer to this policy to ensure that all policies are inclusive.**

#### 4. Complaint Procedures

Any complaint that refers to this policy should be referred to the Executive Deputy Head Teacher or Executive Head teacher. Only if the Executive Head Teacher is unable to resolve the complaint or the complainant is unwilling to contact the Executive Head Teacher should the complainant invoke more formal procedures by contacting the Chair of Governors.

A copy of the complaints procedure is available from the school. In addition to the above, The Secretary of State can intervene where an LEA or school is not complying with the planning duty and can direct an LEA or school to do so.

#### 5. The Role of the Executive Headteacher

- It is the Executive Head teacher's role to implement the schools' equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.
- It is the Executive Head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.



- The Executive Head teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- The Executive Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the schools.
- The head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

## 6. The Role of the Class Teacher

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.
- All our teachers challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the Executive Head teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## 7. Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by requiring the Executive Headteacher to take into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils. Also by:

- Monitoring the staff appointment process, so that no-one applying for a post at our schools is discriminated against;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

