



Inclusion Policy

Rationale

We recognise that all our children are individuals and therefore different. They have different needs and different contributions to make to the life of our school. Inclusion is a process of creating equality of opportunity for all – it is not about treating everybody the same.

Purposes

At Trafalgar Infant School we are committed in our school culture, policies and practice to ensuring that:

- all children in our school are given the opportunity to achieve the highest of standards – regardless of age, ethnicity, attainment or background
- all children develop spiritually, morally, socially and culturally
- resources are used in a creative and flexible way to support participation in learning

Our aim is that all our children will:

- feel secure and know that their contribution is valued
- be valued for themselves and can expect to have their culture, language, faith, impairment or disability and gender treated positively and with respect
- be given the opportunity in the classroom to appreciate and value the differences they see in others
- be able to contribute to the development of inclusive principles and practice through the School Council
- take responsibility for their own actions and stick to our 'Golden Rules'
- be taught in groupings that allow them all to experience success
- be given challenging targets that enable them to succeed
- be encouraged and enabled to participate fully regardless of disabilities or medical needs
- treat each other and staff equally and with respect

Broad Guidelines

This policy is in place to help everyone make Trafalgar Infant School a really inclusive school. Inclusion is the responsibility of all school staff. All teachers, support staff, and governors will:

- treat each other and all pupils equally and with respect, recognising that we all present a rich and diverse range of strengths and needs
- promote a whole school ethos that values all children and their families regardless of their individual differences
- use the Early Years Foundation Stage Curriculum and the National Curriculum as the starting point for planning a curriculum that meets the specific needs of individuals and groups of children

- ensure suitable learning challenges are set which are sensitive to the children’s diverse learning needs and learning styles.
- seek to overcome potential barriers to learning and assessment by continually reviewing practice and asking key questions such as ‘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 those children who we know are not achieving their best?’ ‘are our actions effective?’
- base all school planning, both systemic and at individual pupil level, on inclusive principles.
- familiarise themselves with the Equalities Policy.
- be supported through the process of extending existing skills and developing new ones in relation to Inclusion.
- have access to a range of appropriate courses, advice and resources.
- make reference to inclusive principles when working on school development and other policies.

Mothers, fathers and carers are very important to the school and we value their contribution in many ways. Their views and ideas for school improvement are welcomed at PTA and in Class Representative meetings, as well as through questionnaires and surveys. Mothers, fathers and carers from all our local communities are encouraged to be involved in school activities irrespective of class, religion, disability, gender or race.

Inclusion is embedded in the life of the school and is made explicit in the “Inclusion Leaflet” (see attached) – all mothers, fathers and carers are given a copy when their child starts school.

The policy will be reviewed annually by staff and the Governors’ of the Parents, Pupils and Community Committee. It should be read in conjunction with:

- The Behaviour Management Policy (includes Golden Rules)
- PSCHE Policy
- SEND Policy
- Learning and Teaching Policy
- Equalities Policy
- Governor Allowances

Reference to the policy will be included in the Staff and Parent’s Handbooks and included in person specification for job applicants.

Reviewed by PPC Committee: Summer Term 2017
Next review: Summer Term 2018

Date of change	Summary of significant changes and the reasons
Summer 2015	No changes
Summer 2016	Parents changed to mothers, fathers and carers
Summer 2017	No changes