

Definition of Educational Inclusion

We see Inclusion in our school as striving always to increase the participation of **all** our pupils in and reduce their exclusion from the culture, curriculum and community of the school.

Key Principles:

Presence

We believe that children should be educated in the most inclusive environment.

Participation

We are committed to ensuring that all children can participate in and benefit from equal access to all the opportunities and activities provided by the school.

Achievement

We are committed to ensuring that all our pupils, regardless of ability or background, make the best possible progress and have the opportunity to gain high standards of academic, social and emotional achievement.

Aims of the Policy

We aim:

- to ensure that all our pupils are able to participate fully in the educational opportunities provided, make the best possible progress both academically and socially and achieve the highest standards of personal and academic development of which they are capable;
- to ensure that all our pupils have an education appropriate to their needs;
- to achieve a shared responsibility between the school, parents/carers and local authority services for the progress of all our children, including those who may be vulnerable to or at risk of marginalisation, exclusion or underachievement;
- to strengthen existing partnerships between the local authority, school, voluntary and statutory agencies, parents/carers and pupils and to develop new partnerships where necessary to work effectively to meet the needs of all our learners.

How we will develop Inclusion:

- establish a culture which values diversity and ensures that the rich and diverse range of strengths and needs present in the children are recognised and regarded positively by the whole school community;
- work towards removing inequalities of achievement experienced by children who, because of their life experiences or the environment in which they live, are vulnerable to or at risk of marginalisation, exclusion and/or underachievement;
- recognise the tension that exists between the national focus on academic standards and the pursuit of Inclusion;
- provide a broad and balanced curriculum which will promote and recognise the achievements of all our pupils;
- provide opportunities for all our pupils that will help improve their personal, social and emotional development;
- improve existing partnerships between parents/carers, children and school so that each can contribute to decisions and to more effective inclusion in school;
- develop partnerships with other agencies and with the local community which provide for young people with a diverse range of educational, personal and social needs;
- prepare and maintain strategic plans ensuring that Inclusion issues underpin all school policy development;

- identify and disseminate good practice with regard to Inclusion and give opportunities for professional development designed to promote inclusive practice in school;
- recognise that not everyone communicates by written or spoken English and work towards providing information in other formats such as communicate in print, visual timetables, etc;
- provide positive encouragement, effective support and appropriate resourcing to ensure that progress towards educational Inclusion is achieved;
- monitor the effectiveness of related policies including; SEN, Equal Opportunities, incorporating Race Equality, the Disability Equality Scheme and gender Equality Scheme, Behaviour and Anti-Bullying, Physical Intervention, Health and Safety, Safeguarding, Teaching and Learning, Assessment and our Local Offer for SEND, our Offer of Early Help, and our provision of intervention both academic and pastoral contained within the annual statement for the use of Pupil Premium;
- monitor and evaluate our inclusive practice through self-evaluation that focuses on the presence, participation and achievement of all our pupils;
- monitor and evaluate the academic and personal progress of individuals and groups of children who may most be at risk and where necessary, take steps to ensure their presence, participation and achievement at Harewood Junior School.

Evaluation of the Policy

The effectiveness of the Inclusion Policy is audited using a gap analysis tool.

Complaints Procedure

See the separate – Keeping Parents Informed and Dealing with concerns or complaints.

In summary: to maintain good relations between home and school, parents with general worries are encouraged to talk initially with the class teacher, learning mentor or Yeargroup Teamleader or if SEN-based, the Assistant Headteacher responsible for Inclusion. However, parents and carers should not hesitate to bring more serious problems to the attention of the headteacher or the SEN governor. Parents are also able to contact the LA for further advice.