

Froebel House School

Inclusion Policy

Policy Statement

NB. While much of the content of this policy will not apply to schools in the independent sector, such schools are recommended to give it due consideration.

We are an inclusive school and this requires the active participation and support of staff and carers and pupils. All partners in our school should have access to all activities and opportunities.

The Aims of the Policy

This policy aims to ensure that:

- All pupils who wish to attend our school are able to do so.
- All pupils at our school are able to participate in some form in all the activities we offer, both curricula and extra-curricula.
- Our expectations and aspirations are equally ambitious for all our pupils.
- Our school enables pupils from all groups and with a variety of different types of need to succeed.

Procedure

Definitions

We understand inclusion to mean bringing together children, young people and their families within the school community. Inclusion is the process of removing barriers to participation and learning. It includes individuals:

- With special educational needs or disabilities (SEND).
- With behavioural, emotional and social needs.
- Who speak English as an additional language.
- Who have needs arising from their experiences and family background (including looked-after children and young carers).
- Who are academically more able.
- Who are newly arrived to the country.

Roles and Responsibilities

Proprietor

The proprietor is responsible for:

- Monitoring the implementation of this inclusion policy.
- Ensuring that all statutory responsibilities are met.
- Ensuring that the special educational needs and equal opportunities policies are effectively implemented.
- Ensuring that funding is used appropriately to support this inclusion policy.
- Ensuring that policies are made available to parents online.
- Ensuring that all pupils achieve the highest standards that they can.

Head

The Head is responsible for:

- The implementation of this inclusion policy.
- Ensuring that all staff are aware of this policy and their responsibilities.
- Ensuring that individual needs are identified early and that strategies are put in place to address them.

- Ensuring that staff receive the correct professional development opportunities to enable them to implement this policy.
- Creating a climate where all individual needs are addressed and strengths celebrated.
- Overseeing the evaluation and review of practice and policy.

Teachers

Teachers are responsible for:

- Ensuring that the classroom environment maximises opportunities for all pupils.
- Applying personalised learning principles to their teaching.
- Ensuring that planning takes account of the different needs of pupils in the class.
- Cultivating an ethos and environment within the class that enables all pupils to participate in activities with confidence.
- Setting an example themselves through the way in which they involve pupils, respect their feelings and have high expectations.
- Taking part in the progress monitoring and tracking procedures within the school to ensure positive outcomes for all pupils.

Educational Visits

Where educational visits are being planned it is assumed that all pupils will take part. In order to achieve this we:

- Plan well in advance and check the suitability of every venue.
- Make sure there is accessible transport to the venue.
- Liaise with staff at the venue.
- Ensure that the programme of activities is accessible to all; if this is not possible, we ensure that the programme offers at least one activity that is accessible and of equal merit.
- Complete any risk assessments with the needs of pupils with disabilities in mind.
- Ensure that all staff have the necessary knowledge about the pupils they are taking.

Positive Discrimination

We operate a policy of positive discrimination where necessary. This means that on occasions, additional privileges, resources or staff time will be allocated to pupils in order to enable them to fully participate in the school.

Linked Policies

Other policies that should be referred to include:

- Behaviour (including anti-bullying).
- Equality of Opportunity
- Special Educational Needs and Disability

Policy Review

This policy will be reviewed on the date below by L. A. Roberts.

Signed _____

Date _____

Policy review date: _____