



Glen Hills Primary School Inclusion Overview Policy

Introduction

Glen Hills is a school at the heart of its community. The School Council, Strategic Leadership Team and Governing Body are committed to ensuring that every pupil and adult who learns at the school should achieve his/her full potential in a non-threatening and supportive environment.

“The Glen Hills Way” is to value the contribution of every individual and to respect one another in all that we do.

Aims

The inclusion policy is consistent with (and strengthens) the overall aims of the school in relation to the achievement and social and moral development of pupils and adult learners. The school is committed to removing barriers to learning and participation.

In addition to its significance for learners, this policy provides support for and expectations upon other members of the school community: staff, governors, parents and visitors.

This policy is for the benefit of all members of the school community. However, the policy is designed to ensure that we take particular account of the following issues:

- the needs of Looked After Children
- those with additional learning and/or physical needs
- able and gifted learners
- race and ethnicity
- religion
- diversity of life experiences
- gender
- sexual orientation

Curriculum

Curriculum planning and delivery needs to be inclusive. Differences need to be understood and celebrated. Curriculum documents should, wherever possible, draw attention to

materials and opportunities that are available to reinforce “The Glen Hills Way” in relation to inclusion.

Assemblies, SEAL and circle time will address issues relating to: individual needs and differences, self-esteem, emotional and spiritual development, fairness, tolerance and respect and the rejection of bullying.

Relationships

Mutual respect is at the heart of effective inclusion. The whole learning process involves interactions: between children, between children and adults, and between adults. It is the responsibility of everyone in the school to be fair and respectful in all of their dealings with others.

Accountabilities

(i) The Governing Body is responsible for:

- working within the community to break down barriers to inclusion
- periodic review of the policy
- scrutiny of monitoring and evaluation reports in relation to pupil achievement and development
- operating inclusive personnel policies
- within available resources, developing the physical learning environment to better meet pupils' needs

(ii) The Head teacher/Strategic Leadership Team (or particular named persons within this) are responsible for:

- ensuring full implementation of this policy
- providing/procuring relevant staff development and training
- ensuring Looked After Children have appropriate care plans in place and suitable time is provided for the LAC person to carry out their role
- ensuring able and gifted learners / those with a disability or special educational needs are fully challenged and have suitable provision within the curriculum
- ensuring a diversity of cultural, religious and community-focussed activities play a prevalent role throughout the curriculum and ‘wider’ curriculum
- ensuring both genders are offered equal opportunities to partake, succeed and develop skills and talents
- monitoring pupil progress for all groups and evaluating the effects of the inclusion policy on pupil achievement and social development. Reporting on this to the Governing Body
- liaison with specialist agencies that support the special needs of individual, or groups of, pupils.

(iii) Staff are responsible for:

- making inclusion a key aspect in curriculum planning and delivery
- providing support to learners that is consistent with the school's policy
- encouraging the use of language that is inclusive and non-discriminatory

- helping learners to support and respect each other
- promoting pupils' understanding of "The Glen Hills Way".

(iv) Adult Learners, Parents and Visitors are responsible for:

- supporting the Governing Body and Strategic Leadership Team in celebrating differences and being committed to meeting individuals' needs
- respecting all other members of the school community.

Summary

This policy is consistent with "The Glen Hills Way". This is understood and supported by pupils and adults who are members of the school community.

Through the policy we will continue to support: celebration of the individual, the achievement of potential, the removal of barriers to participation and achievement, and fair and respectful dealings with others.



Policy	<i>Inclusion Overview</i>
Reviewing Committee	<i>Management Committee</i>
Last Reviewed	2016