



Walton and Lees Hill C of E Primary School

Inclusion Policy

POLICY REVIEWED BY FULL GOVERNING BODY: Feb 2023

Name: Mary Alston

Position: Chair of Governors

Next Review Date: Feb 2026

Aims and Objectives

At Walton and Lees Hill Church of England Primary School we empower all learners to achieve personal excellence, in an exciting, challenging and supportive environment. We demonstrate respect, embrace and celebrate the diverse society within which we live, educating all learners to contribute positively to local and global communities regardless of their age, gender, disability, attainment, ethnicity, social, cultural or religious background.

We aim to achieve this by providing:

- Equality of opportunity and resources for all regardless of gender, disability, ethnicity, academic attainment or socio-cultural background.
- A well-planned and co-ordinated approach to education, including partnerships with extended services, which meet the needs of our children by setting suitable learning challenges in response to children's diverse learning needs
- A wide range of high quality learning experiences for all, whatever their background and ability
- Opportunity and experiences to develop an understanding and appreciation of social and cultural diversity in the community and a respect for others
- An environment where children develop self-respect, healthy attitudes to life choices and build self-esteem.
- Resources necessary to overcome potential barriers to learning and assessment for individuals/ groups of pupils
- High quality teaching by developing the skills of teaching staff through continued professional development (CPD)
- Interaction between individuals which develops co-operation, a sharing of skills, confidence and self-esteem
- Meaningful links with the local and wider community, which strengthen and broaden the educational experience
- Materials that reflect a range of social and cultural backgrounds, without stereotyping
- Learning experiences that allows for a range of different learning styles

Role of Pupils

Interaction and co-operation is expected and fostered by children working together on different sized projects, discussing and learning together, experiencing different learning styles, producing work for different audiences, evaluating and improving projects through reflection to raise standards and achieving success together.

Experiences in all curriculum areas are provided in line with our disability, equality and anti-racism policy.

Children of junior age are expected to accept corporate responsibility of this as outlined in the home-school agreement.

Role of Staff

School is committed to providing an environment that allows children with disabilities full access to all areas of learning through additional resources, differentiation or support. Designated points of entry for our school also allow wheelchair access.

Staff are responsible for monitoring and evaluating the impact of teaching and learning of all children and are active participants in identification of inclusion issues. CPD is linked to the School Improvement Plan, the budget setting process and individual Performance Management objectives in a strategic way. Monitoring and review of assessment and targets setting for individuals can inform Performance Management objectives and CPD needs.

Throughout school life everyone has a responsibility to ensure others feel secure and know that their contributions are valued. Everyone is encouraged to participate fully, regardless of their race, disability, sexuality, age, gender or religion/beliefs.

Role of Parents/Carers

In order to facilitate communication provision can be made for parent's or carers with disabilities or other physical needs on request. Parents are partners in education and are kept informed through regular newsletters, and consultation is requested by response to newsletters, specific letters and parents consultation evenings.

Parental support with homework and extra-curricular activities is always valued. Parent's rights of choice are made clear where appropriate and respect for parent's belief is guaranteed.

Links with the community and parental involvement are actively sought. We continue to enlist parents and community support to enhance the curriculum. We develop opportunities to exhibit work, performing for different audiences through music, drama and dance and special assemblies and be the audience for different community performers. We publicise events locally and through the media, celebrate success through displays and performances in school and through formal means such as reports and annual subject awards.

Monitoring and Review

It is the responsibility of the governing body to monitor the effectiveness of this policy. The governing body does this by:

- Monitoring the progress of pupils of the six equality strands (race, disability, sexuality, age, gender or religion/beliefs) and comparing it to the progress made by other pupils in the school and taking any appropriate action to redress any inequalities revealed.
- Requiring the Headteacher to either report to governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity regarding inclusion issues from parents, staff or pupils.

The Governing Body will review this policy tri-annually, or sooner, as necessary.

REVIEW SHEET – Inclusion Policy

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions.

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