

# Inclusion Policy

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Adopted by: Larkswood LGB

Date: January 2019

Review date: January 2020

Signature of Chair of the Academy Council: \_\_\_\_\_

## Introduction

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We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background.

The inclusion policy is an umbrella policy which covers and is inseparably linked to every other school policy including; special needs and disability (SEND), race equality, attendance, behaviour, disability equality, gifted and talented, ethnic minority achievement, equal opportunities and anti-bullying.

## Aims and objectives

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The aims of the policy and its impact on practice are:

To welcome all children and their families from our local community to our school and to value the different experiences, interests and strengths they bring.

To value all children as active listeners and learners who will be taught and supported according to their individual needs.

To enable all children and their families to access the curriculum and the life of the school with regard to cultural and social background, emotional, behavioural and academic needs and physical and learning abilities.

To welcome every child into a positive school environment where challenging and stimulating learning experiences are planned and provided.

To provide good role models.

To develop the perception of inclusion as a process and one that will involve the whole school community. To foster the understanding that educational inclusion 'is more than a concern about any one group of pupils'.

To place inclusive practice at the centre of all initiatives and professional development in the school.

## Leadership, management and governance responsibilities

The Academy Council will:

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Ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.

Ensure that the policy and its related procedures and strategies are implemented.

Give details of a nominated Academy Council member who has the lead responsibility for educational inclusion and equalities issues.

Ensure community cohesion.

The Head Teacher/ Head of School will:

Along with the Academy Council, ensure that the policy and its related procedures and strategies are implemented.

Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.

Take disciplinary action against staff or children who discriminate or contravene the policy.

Ensure the issues of equality and inclusion are addressed within the whole school curriculum.

## People with specific responsibilities:

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The school has named people with responsibility for co-ordinating any specific inclusion work, reports of racism, harassment, bullying, verbal or physical abuse.

All staff will:

Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.

Not discriminate on grounds of race, gender, ability, background or other equality issues.

Positively promote SEND issues and images.

Keep up to date with equalities legislation by attending training and information events organised by the school or by outside providers.

Ensure that all children have full access to the curriculum.

Promote race equality, disability equality and diversity through teaching and through relations with children, staff, families and the wider community.

Visitors and contractors will:

Comply with the schools educational inclusion policy

## Involvement of children

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We are committed to our children having a role in the inclusion process and involve children in decision making through our school council and pupil feedback questionnaires. Children are involved in evaluating and reviewing their achievements, on a group and individual basis. These will include Assessment for Learning (AfL), parent/carer/child consultations, bespoke behaviour plans and Education Health Care Plans (EHCP).

## Promoting equality and inclusion across the school

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All policies make a commitment to tackle discrimination and promote inclusion across all areas of school life.

## Personal development and pastoral guidance

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The Lime Trust Schools make sure that pastoral support takes into account gender, religious and ethnic differences, disability and the experiences and needs of particular groups of children, (e.g. Travellers, refugees and asylum seekers). The school aims to provide positive role models for all groups of children.

## Admissions and attendance

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The Lime Trust monitors the attendance of all pupils and that of different groups. Also the Lime Trust closely monitors overall absence and persistence absence rates. Our admissions policy ensures that we do not disadvantage children from particular groups. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children.

All staff follow absence procedures, aware of and sensitive to relative community issues. The Lime Trust schools are aware of the rights of staff and children to have leave of absence for religious observance. Children's attendance is monitored by ethnicity, disability, traveling and care status. Provision is made for children on extended leave or sick leave or for children travelling, to cover missed work. The Lime Trust makes prompt referrals to the Home Tuition Service when available. Action is taken to address any discrimination or inequality.

## Attainment, progress and assessment

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The Lime Trust has high expectations of all children and is committed to encouraging and enabling all children to achieve the highest standards. We value all forms of achievement. Children's attainment and progress is monitored in relation to different pupil groups and evaluated to identify trends and patterns of underachievement. Action is taken to remove disparities in attainment and/or progress for groups of children (e.g. gender, SEND, different ethnic groups, Pupil Premium). All methods of assessment ensure, as far as possible, that they are free of cultural or linguistic bias. Children are appropriately supported in assessments so that they are able to show fully, both what they know and what they can do. All assessment procedures are made accessible to children identified as having SEND and those with English as an additional language (EAL).

## Behaviour, discipline and exclusions

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The Lime Trust makes sure that its procedures for applying rewards/sanctions to children and managing behaviour are fair and equitable to pupils from all groups. The effects of prior experience, background or disability on children's behavioural responses, is taken into account when dealing

with incidents of unacceptable behaviour in line with the school's behaviour policy. All staff operate consistent systems of rewards and sanctions. All exclusions are monitored by ethnicity, gender and disability to establish patterns, trends or disparities between different groups. Strategies for integrating excluded children or children with poor attendance, are sensitive and address the needs of all groups.

## The curriculum

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All areas of the curriculum are planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference. Children have the opportunity to explore concepts and issues relating to identity and equality. Steps are taken to ensure that all children have access to an appropriate mainstream curriculum. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children from all groups. Resources and displays portray positive images of different people from all groups and cultures.

## Teaching and Learning

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All staff in Lime Trust schools create an environment where children can contribute fully and feel valued. Teaching takes account of children's cultural backgrounds, ability, linguistic needs and different learning styles. Teachers use a range of styles which includes collaborative learning so that children appreciate the value of working together. Teachers use a range of sensitive teaching strategies when teaching about different cultural traditions and life styles. These are valued in their own terms and are made meaningful to children. Children are helped to make connections with their own lives. Teachers challenge stereotypes and build self awareness so that they can identify bias and challenge discrimination. The school uses the International Primary Curriculum (IPC) as a basis for planning a curriculum which reflects a range of cultures and perspectives.

## Staff recruitment and professional development

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All posts, including those for non-teaching staff, are formally advertised. All those involved in recruitment and selection are trained and aware of equal opportunities in the recruitment process, as well as 'Safer Recruitment' practices. All applications for employment, training and promotion, along with details of staff in post are monitored on equalities issues. All staff are enabled and encouraged to develop and achieve their full potential through professional development. Inclusion policies and practices are covered in staff induction. All supply staff are made aware that Lime Trust schools are fully inclusive.

## Partnership with parents/carers and communities

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All families are encouraged to participate at all levels in the full life of the school. The schools work in partnership with families and the community to develop positive attitudes to diversity and difference - and to address specific incidents. Information and material for families, is made accessible - using friendly language and avoiding jargon. Some information is also available in languages or formats other than English (where appropriate). The schools' premises and facilities are fully accessible to (and used by) groups from all local communities.

## Policy into practice

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All schools have a development plan and an evaluation report. All staff make sure that their specific plans address key Inclusion issues. The staff are made aware of their responsibilities to ensure the implementation of the inclusion policy.

## Monitoring and review

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Actions, developments and progress will be monitored by the senior leadership teams in all Lime Trust schools.

Lime Trust schools collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to gender, SEND; ethnicity, culture, home la