



## Palace Fields Primary School

### Inclusion Policy

#### **1. Policy Statement**

1.1 In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED) Palace Fields Primary School will ensure that every child is fully included in our school community and has equal access to learning regardless of race, disability, gender, age, religion, belief, sexual orientation, pregnancy and maternity and gender reassignment or special educational need. The school is fully committed to addressing and removing all barriers to learning and participation, and ensuring equality of opportunity for all.

#### **2. Aims**

Our school will:

- 2.1 Maintain an inclusive culture by creating and effectively implementing clear policies and procedures, which recognise and address the differing needs of all members of the school community.
- 2.2 Embed inclusion as a core value by continually reviewing our practice and ensuring accountability against key questions:
  - Are all children achieving their full potential?
  - Is underachievement effectively identified, addressed and assessed?

#### **3. Purposes**

- 3.1 To create and maintain a culture in which all members of the school community are accepted, appreciating difference and ensuring all are physically and emotionally safe, supported and valued.
- 3.2 To ensure that all policies and procedures incorporate inclusion at the heart of what we do, including the SSDP.
- 3.3 To ensure that practice in the school, both inside and outside the classroom, encourages the participation of all pupils and makes all reasonable adjustments to fulfil this aim.
- 3.4 To raise the achievement and attainment of all children, including those with special educational needs and disabilities, those who are able, gifted and talented, children with English as an additional language, traveller children, children of ethnic minority, those who are looked after, and children experiencing any other barriers to learning.
- 3.5 To ensure the early identification of SEN and disability and ensure that appropriate provision is in place for all pupils (Please see also the SEND policy).

**4. Guidelines**

We will:

- 4.1 Ensure all new members of our school community are welcomed, receiving appropriate induction and support.
- 4.2 Understand that there are barriers to learning and address these according to the SEND Code of Practice 2014, and the Equality Act 2010.
- 4.3 Continually monitor and develop inclusive policies, practices and procedures to meet the needs of all members of the school community.
- 4.4 Share our Mission, Vision and Values with the school and wider community.
- 4.5 Ensure that all children receive Quality First Teaching, in line with the Performance Management Policy.
- 4.6 Differentiate and personalise the curriculum to ensure the achievement of all.
- 4.7 Adopt a multi agency approach to addressing complex needs, which cannot be addressed in school alone.
- 4.8 Maintain a fair and consistent whole-school behaviour system, which sets high expectations and provides appropriate and motivating sanctions and rewards.

**5. Review and Evaluation:**

- 5.1 This policy reflects the consensus of opinion of the whole staff and governors and its implementation is the responsibility of all staff and governors. This policy should be considered alongside all other policies in school. The Inclusion Policy will be evaluated in accordance with the policy review calendar cycle.

Approved by: \_\_\_\_\_  
*Chair of Governors*

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*Headteacher*

Date: \_\_\_\_\_

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