

**WEST HILL PRIMARY SCHOOL
INCLUSION STATEMENT AND POLICY
September 2014**

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INCLUSION STATEMENT

This statement has ‘Safeguarding Children and Child Protection’, the sentiments of ‘Every Child Matters’, ‘Excellence and Enjoyment’, the school’s ‘Healthy School’, ‘Investors in People Gold’, ‘Eco School’, ‘Forest School’ and ‘Artsmark Gold’ Ethos, and the school’s Mission Statement, Aims and Co-operative Values at its heart.

‘Learning today for the world of tomorrow’

West Hill Primary School is a partner in the SMILE Learning Trust.

West Hill Primary School is an inclusive school which aims to provide the very best education for all its pupils within all its available resources. We aim to involve all members of the community in decision-making and policy development. We regard staff, parents and pupils as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end. The expertise of parents and carers is highly valued.

We do not discriminate in any way against any pupil seeking admission and are committed to making reasonable adjustments which are in the best interests of the child and our school community in order to meet the needs of our pupils. Once pupils are at the school, our aim is to provide the best possible learning experiences for all; this includes giving necessary support to individuals or groups of pupils who require something extra to meet their needs. We want all pupils to have full access not only to the taught curriculum, but also to out of school enrichment activities and all are encouraged to participate in the range of clubs and sports. Pupils will be involved in reviewing their learning experiences, evaluating their progress and actively planning their learning.

Our curriculum policies are fully inclusive. Particular groups at risk of underachievement through disadvantage are covered by the following policies:

- ◆ Special Educational Needs and Disability Policy
- ◆ Gifted and Talented Policy
- ◆ Accessibility Plan
- ◆ Ethnic Diversity and Race Relations
- ◆ Positive Behaviour and Discipline Policy
- ◆ Policy for Personal, Social and Health Education
- ◆ Teaching and Learning Policy

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STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child’s best interests.

Our Designated Child Protection Officer is: MRS. SUE NIELD, OUR HEADTEACHER

Thumbprint

In the heel of my thumb
Are whorls, whirls, wheels
In a unique design:
Mine alone.
What a treasure to own!
My own flesh, my own feelings.
No other, however grand or base,
Can ever contain the same.
My signature,
Thumbing the pages of my time.
My universe key,
My singularity.
Impress, implant,
I am myself,
Of all my atom parts I am the sum.
And out of my blood and my brain
I make my own interior weather,
My own sun and rain.
Imprint my mark upon the world,
Whatever I shall become.

(Eve Merriam)

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We, at West Hill Primary School, want our school to be an educational environment in which all children can thrive whatever their circumstances, needs and abilities and with due regard to the rights and preferences of individuals.

In the broader context, Inclusion is not solely an issue of Special Educational Needs but also links with the School's Mission Statement and Aims as well as with our School Development Plan. We aim to prevent children from underachieving or from becoming segregated.

As a school, we consider the following principles as key in setting this Inclusion policy:

Valuing Diversity.

- Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. Schools will recognise that individuals are unique in their interests, abilities, motivation and learning needs.

Entitlement.

- Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.

Dignity.

- All children and parents are entitled to be treated with respect and have their views taken into account.

Individual Needs.

- There will be a range of flexible responses in order to meet individual needs be they behavioural, emotional and social, communication and interaction, sensory and physical or cognition and learning.

Planning.

- All planning should be based on inclusive principles at both systemic and individual levels.

Collective Responsibility.

- Inclusion is the responsibility of all staff.

Professional Development.

- In order for inclusion to be successful, all staff require ongoing access to support, training and resources.

Equal Opportunities.

We believe that successful inclusion can lead to the raising of standards for all.

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West Hill Primary School has a commitment to Inclusion, and has agreed to the following practical strategies:

- ◆ Provide a welcoming environment for all
- ◆ Ensure that work/displays celebrate the diversities in society
- ◆ Admit all pupils from our local catchment area in line with our admissions policy
- ◆ Social inclusion issues will be addressed through the school's equal opportunities policies when appointing staff
- ◆ Provide appropriate resources to meet the needs of inclusion
- ◆ Review our SEND Policies to include development towards greater inclusion
- ◆ A greater understanding and training for all personnel
- ◆ Have clear guidelines on the role of external agencies to support inclusion
- ◆ Ensure that SENCOs and senior managers aim to offer all staff guidance and support to raise awareness of social inclusion
- ◆ Ensure classroom management and curriculum plans will be reviewed regularly to ensure a full entitlement is accessible for all pupils
- ◆ Provide a range of teaching styles and strategies to meet the needs of all the pupils
- ◆ Ensure assessments/rewards for all pupils will be addressed according to their specific needs
- ◆ Ensure social inclusion is addressed through IEPs or Pupil Development Plans as set out in SEND Policy
- ◆ Offer extra curricular activities to all pupils as appropriate, with particular regard to recommended safety guidelines
- ◆ Value the importance of LSAs and aim to provide support and appropriate training
- ◆ Address social inclusion through PSHE policies and practice, in the classroom, in the playground, the school environment and the wider community
- ◆ Provide training which will equip staff with strategies to address behaviour management issues
- ◆ Work closely with parents/carers to identify and address behavioural concerns through agreed guidelines

This Policy should be read in conjunction with West Hill Primary School's Policies for:

Safeguarding Children and Child Protection Policy
Special Educational Needs and Disabilities
Disability Equality Policy
Disability Equality Action Plan
Positive Behaviour and Discipline Policy
Positive Handling Policy