



Curriculum, Staffing & Pupils

Chair of Committee _____

Review Date _____

Signed by _____

Date _____



ORCHARD PRIMARY SCHOOL

Inclusion Policy

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INCLUSION POLICY

1 INTRODUCTION

- 1.1 Orchard Primary School is committed to providing an appropriate and high quality education. This Policy helps to ensure that this happens for all the children in the school – regardless of their age, gender, ethnicity, background or attainment.
- 1.2 We believe that all members of the school community should be equally valued. Orchard Primary provides an environment where everyone can flourish and feel safe.

2 AIMS AND OBJECTIVES

2.1 Orchard Primary School aims to be an inclusive school. This means that equality of opportunity must be a reality for all in our school community. We make this a reality through the attention we pay to the different groups of people within our school:

- boys and girls
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- children with English as an additional language
- children with special educational needs
- those who are gifted and talented
- looked after children
- any learners who are at risk of disaffection and exclusion
- children, adults who are disabled
- families under stress
- parents and carers
- staff and governors
- local community.

2.2 This Policy describes the way we meet the needs of our children who are experiencing barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional stability, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which could be short or long term. At Orchard Primary we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his/her full potential.

2.3 At Orchard Primary School we aim to:

- Include all pupils in school life.
- Continue to raise staff awareness of inclusion through ongoing staff development.
- Develop inclusive practices throughout the educational community and to promote equality.
- Recognise each child's diverse learning needs and set suitable learning challenges through differentiation.
- Maximise the learning potential of all pupils and so raise educational attainment for all.
- Develop close links with parents through ongoing in-house Parent Partnership programmes/workshops/meetings.
- Promote the personal, social, moral and cultural development of all.
- Recognise and celebrate the progress and achievements that all members of the educational community make.
- Ensure that all resources are closely matched to needs.
- Foster links with the local community:
 1. Local Library
 2. Local Secondary Schools: Sports, Ict, Healthy Eating/Transition
 3. Local Churches
 4. Local Residential Homes
 5. Community Police/Fire Station
 6. Local Commercial Enterprises
 7. Local Community Centre
 8. Local Nursery
- Maximise school communication with parents/carers and local community:
 1. School Prospectus
 2. Annual Reports And Parent Evenings
 3. Structured Conversations
 4. Target Meetings
 5. Newsletters
 6. Website
- Continuously monitor and evaluate the success of our policy and practice.

3 **IMPLEMENTATION**

- 3.1 Inclusion is the responsibility of all staff.
- 3.2 All planning should be based on inclusive principles at both systemic and individual levels.
- 3.3 Orchard Primary has a commitment to inclusion and has agreed to the following practical strategies:
- Provide a welcoming environment for all.
 - Ensure that displays celebrate the diversities in society.
 - Admit all pupils from our local catchment area in line with our Admissions Policy.
 - Provide appropriate resources to meet the needs of inclusion.
 - Review our SEND policies to include development towards greater inclusion.
 - Ongoing training on inclusion for all personnel.
 - Ensure appropriate involvement with outside agencies to imbed inclusive practice.
 - All classroom curriculum plans to be reviewed regularly to ensure curriculum entitlement for all.
 - Provide a range of teaching styles and strategies to meet the needs of all the pupils.
 - All support and provision made is detailed on a Provision Map. Children on EHC Plans have details of their key objectives recorded.
 - Ongoing parent/carer training to support their child with the curriculum:
 1. Reading, Writing and Maths workshops for Reception parent/carers
 2. Parent/Carer learning programme for EAL children
 3. workshops to support KS1 foundation subjects for children and parent/carers
 4. KS2 maths workshops
 5. Family SEAL workshops
 6. Parent training using Adult Family Education service
 7. Coffee Mornings for parent/carers: Speech and Language/SEND issues
 - Regular contact with:
 1. Sidcup Library
 2. Hurstmere Secondary/Cleeve Park Secondary
 3. St John the Evangelist Church, Sidcup

4. Footh Cray Baptist Church
 5. Community Police
 6. Sidcup Fire Station
 7. Ursula Lodges Residential Home
 8. Meadow Court Residential Home
 9. Local Industry
 10. North Cray Community Centre
 11. Queen Mary's Hospital
- Extended schools facilities:
 1. Breakfast Club/After School Club
 2. Extra-curricular clubs – Dance/Sport/Music/Challenge and Craft

4 REVIEW AND EVALUATION OF THE POLICY

- 4.1 Inclusion Policy will be reviewed in the Spring Term 2016.
- 4.2 Criteria for its success will be evidence of an inclusive ethos throughout the School, where every child matters.
- 4.3 Orchard Primary will not take inclusion for granted and will see inclusion as an ongoing challenge.
- 4.4 In the light of this statement the following existing SEND policies will be appropriately amended to take the principles of inclusion into account:
- SEND Policy
 - Behaviour Policy
 - Accessibility Plan
 - Attendance Policy
 - Child Protection
 - EMAG/EAL
 - Looked After Children
 - Equal Opportunities
 - Gifted and Talented
 - Race Equality
 - Citizenship/PSHE
 - School Development Plan

This Policy has been written in response to the following laws and guidelines:

- SEND Revised Code of Practice 2005
- DfES SEN Code of Practice 2001

- DfES Action Programme for SEN 1998
- DfES Including All Children in the Literacy Hour and Daily Maths Lesson 2002
- Every Child Matters 2005.

Reviewed Spring Term 2015

To be reviewed Spring Term 2017