

Branton Community Primary School Breamish Valley Community Nursery



Inclusion Policy

April 2015

Reviewed July 2017

Branton Primary School and Breamish Valley Nursery

Inclusion Policy

Rationale

At Branton Primary School and Breamish Valley Nursery we believe that

"Everyone Matters"

- that each is different, special and equally important to our community as a whole. This belief is clearly demonstrated in our school aims and underpins our philosophy on Inclusion.

Aims

At Branton Primary School and Breamish Valley Nursery we aim to

- have fun, be happy and prove that we can all be successful...
- raise achievement by having high expectations of everyone
- work in partnership with everyone who comes to our school
- enthuse and motivate pupils through challenges that encourage us all to do our best
- create a bright and interesting, caring and safe place for us to learn and grow
- take part in a range of exciting and varied lessons with high quality teaching that makes us think and work hard
- be respectful, tolerant, honest and polite
- develop independence and positive attitudes to life and learning
- understand that everyone is different and special in their own way - and use this to help us all to learn as much as we can
- ...and provide a foundation for future life - in school and beyond.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;

- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.
- Offering equality of opportunity to all groups of pupils within the school.

These groups include:

- Boys and girls
- Children from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Children who have English as an additional language
- Children who have Special Educational Needs
- Children who are Gifted and/or Talented
- Children who are "Looked After "
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress or who just need a bit of extra care and attention for a specific period.

Providing a differentiated curriculum that meets the needs of all pupils,

individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

Providing a happy, healthy and safe school by

- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils

Reviewing and evaluating what is done:

- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?

- Are our actions effective?
- Are all our pupils happy to be in school?
- Are our actions effective
- Does each pupil achieve as much as they can?

Through following the practices outlined in this policy we ensure that all members of our school community are valued and have the best possible chance to achieve and enjoy as much as they can.

Policy adapted from the inclusion policy of Amble First School written by Joyce Jenkins.

Z Ryan

April 2015

Headteacher Date

Governor for inclusion Date

Reviewed July 2017