

Inclusion Policy

At Park Hill we are committed to bringing out the best in everyone, irrespective of age, gender, faith, ethnicity, ability, language and social background. Diversity is valued as a rich resource which supports the learning of all.

In this school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. The achievements, attitudes and well-being of all our children matter and this policy helps to ensure that we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

Aims

Park Hill aims to be an inclusive school by:

- helping pupils to identify their personalities, skills and abilities.
- setting suitable learning challenges.
- responding to children's diverse learning needs.
- ensuring all pupils have access to an appropriately differentiated curriculum.
- recognising, valuing and celebrating pupils' achievements, however small.
- celebrating diversity.
- monitoring the progress of identifiable groups of children:
 - ❖ boys/girls
 - ❖ different ethnic groups
 - ❖ children learning English as an additional language
 - ❖ children with special educational needs
 - ❖ gifted and talented children
 - ❖ disaffected children and those at risk of exclusion.
 - ❖ looked after children.
- providing additional curricular opportunities to meet the needs of individuals (eg speech and language therapy, mobility training).
- adapting the premises for pupils and staff with disabilities.
- giving pupils a voice to express their views and preferences.
- giving parents a voice to express their views and preferences.
- supporting staff who have disabilities.
- being committed to the 'Every Child Matters' agenda.
- being committed to 'Extended School' provision.
- providing a happy, healthy and safe school by:
 - ❖ recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
 - ❖ safeguarding the health, safety and welfare of all pupils.
 - ❖ providing high quality pastoral care, support and guidance.
 - ❖ listening to and responding to the concerns of children and parents.
 - ❖ taking care to balance the needs of all members of the school community.

Teaching and Learning

We aim to give all the children the opportunity to succeed and reach the highest possible level of personal achievement. When planning lessons, teachers will take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, teachers will enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers will extend the breadth of learning within the areas for which the child shows particular aptitude.

Teachers ensure that children:

- feel secure and know that their contributions are valued.
- appreciated and value the differences they see in others.
- take responsibility for their own actions.
- are taught in groupings that allow them all to experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.
- have challenging targets that enable them to succeed.
- are encouraged to participate in **all** activities as fully as possible, regardless of disabilities or medical needs. This includes the right of all children to take part in physical activity, regardless of ability. In some cases this will involve pupils being transported to other local schools eg Calthorpe.

We will continually review what we are doing by asking:

- Do all our children achieve as much as they can?
- Are all children included in all activities at some level?
- Are there differences in the achievement of different groups of children?
- What are we doing for the children who we know are not achieving their best?
- Are we bringing out the best in **everyone**?
- Are all our pupils happy to be in school?

This policy is closely linked to other policies:

- SEN Policy.
- EAL Policy.
- GAT Policy.
- Equal Opportunities Policy.
- Community Cohesion Policy.
- Behaviour Policy.
- Admissions Policy.