



## Inclusion Policy

Date	Review Date	Lead	Governor
Sep 2021	Sep2022	S Graham	J Jayne

At Sharlston Community School we aim to provide an inclusive environment where everyone has access to the best opportunities and highest quality of provision. We constantly seek ways to increase learning and improve levels of attainment for everyone, particularly children who are at risk of under achieving, who are vulnerable to education exclusion, or who have additional needs. We aim to make our school a place where every member of the school community wants to come and where they feel valued and secure; a place where children are excited about learning and are given the opportunities to fulfil their potential.

Compliance This policy has been written with reference to the following legislation:  
 Education Act 1996 Education Act 1997 Standards and Framework Act 1998  
 Education (National Curriculum) (Temporary Exceptions for Individual Pupils)  
 (England) Regulations 2000 Education Act 2002

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school. All children have a human right to be educated with their peer group. At Sharlston Community School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important. We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At Sharlston School we aim to: Express our complete commitment to inclusion, Increase the participation of all pupils in, and reduce their exclusion from, all areas of the school curriculum. Provide equal opportunities for boys and girls. Respond to the diversity of the children in our school Provide an education suitable to all ethnic and faith groups and providing, where possible, education for travellers, asylum seekers and refugees, should this arise. (This may involve working with agencies promoting English as an additional language)

Provide a differentiated curriculum for pupils with Special Educational Needs and Gifted and Talented pupils Provide access to the curriculum, where possible, for sick children Provide support for pupils at risk of disaffection and exclusion, providing this does not adversely affect the education of other children within the school community Create a secure and stimulating environment in which everyone is valued Be aware of the needs of all staff as well as pupils Include all staff, children, Governors, parents and carers in the development of our values for inclusion

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents. We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils. We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

Potentially vulnerable groups There are a number of identified groups of pupils and families for whom this policy is particularly pertinent: Pupils with Special Educational Needs or Disabilities (SEND) Pupils whose home language is not English (EAL) Pupils who are Gifted, Able and/or talented (GT) Pupils with physical or sensory impairments Pupils whose families may be Asylum Seekers or Refugees Pupils from Traveller families Pupils who might be subject to abuse or harassment, for whatever reason Pupils under the care of Social Services or pupils who may be in public care, or living with foster families Pupils who are young carers Pupils whose family are in crisis or under great stress Pupils at risk of significant harm Pupils with poor attendance Pupils who are at risk of disaffection and exclusion from school.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through: setting appropriate learning challenges responding to the diverse needs of the children overcoming potential barriers to learning and assessment for individuals and groups

of pupils providing other curricular opportunities to meet the needs of individuals or groups of children commitment to the Core aims for Children and Young People (Every Child Matters)

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions: - Do all our children achieve their best? - Are there differences in the achievement of different groups of children? - What are we doing for those children who we know are not achieving their best? - Are our actions effective? How do we know? - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Roles and Responsibilities: At Charlston School, Governors and staff have a responsibility to promote inclusion. It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption. All children have a right to respect and individual help from their teachers and other staff. All children should have access to all aspects of the Curriculum. The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

The Governing Body has: appointed a member of staff to be responsible for Inclusion; delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy; responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:

Admissions Policy: At Charlston School we recognise the rights of all pupils to be educated in mainstream settings as set out in the Special Educational Needs and Disability Act 2001. The school follows the L.E.A. school admissions policy, copies of which are included in the school prospectus. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEN, gender, race, culture, language, religion, social background. All our pupils have equal access to a broad and balanced curriculum. It is our intention to provide individualised opportunities and resources in an environment which meets the needs of individual children.

Summary: At Charlston School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Our staff are more than happy to answer any questions. Please contact our SENCO Stacey Graham at [swilliams@watertonacademytrust.org](mailto:swilliams@watertonacademytrust.org)