

TADDINGTON AND PRIESTCLIFFE PRIMARY SCHOOL

Headteacher: Mrs K O'Connor BA (QTS), MEd

Tel: (01298) 85278



Taddington and Priestcliffe Church of England (Aided) Primary School

Inclusion Policy

Version	2
Date:	September 2018
Policy Review Date:	September 2020
Ratified by Governing Body	
Headteacher	
Summary of changes:	Formatting changes

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Rationale

This policy is intended to be an overarching policy, linked to other school policies, to reflect the school's commitment to promoting inclusion of all children (and members of the school community), 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.

Purpose and Aims

We are an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. These groups may include:

- Girls and boys
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with Special Educational Needs
- Gifted and talented children
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers and those children from families under stress
- Any children who are at risk of disaffection and exclusion.

Delivery/Teaching Methods

All staff have a responsibility to promote inclusion via the following common guidelines:

- 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 individual help and respect from their teachers, other staff and their peers.
- All children should have access to all aspects of the Curriculum at an appropriate level.
- The well-being of all children is fostered, and children are given extra support, resources or guidance when experiencing difficulties.

Moderation

We should secure inclusive education for our pupils by constant review and evaluating what is done:

- Does each pupil achieve as much as they can?
- 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 all our staff happy to be in school?

Policy review

This policy document will be reviewed bi-annually.