



Cathedral

Primary School

Name of Policy	Inclusion Policy
Date approved by Governors	12 th September 2013
Date to be reviewed	End of Academic Year 2015

Rationale

Cathedral Primary School is committed to inclusion. We believe that every learner should have equal rights. We strive to include everyone as a valued and equal member of the learning community. We aim to provide access to an inspiring, broad, balanced and an inclusive curriculum, which reflects diversity, and which is delivered through differentiated teaching and learning opportunities. We enable all learners to have access to all facilities and activities enjoyed by their peers. We are committed to providing the support required to enable learners to achieve their full potential and access a life-long learning process.

Cathedral Primary School understands that barriers to learning can be affected by age, gender, ethnicity, impairment, attainment and background. We recognize factors affect achievement including ability, emotional state, age and maturity. We aim to develop cultures, policies and practices that include all learners.

We want all learners to know that at Cathedral Primary School they can have their views heard, their gifts recognised, their differences celebrated and their contributions acknowledged.

Objectives:

1. To ensure the SEN, Disability and Race Relations Acts and all relevant Codes of Practice and guidance are implemented effectively across the school.
2. The whole school community will strive to eliminate prejudice and discrimination, and work together to develop an environment where all learners can flourish and feel safe.
3. Children will not all be treated the same, but we will respond to learners in ways which take account of their varied life experiences and needs.
4. We pay particular attention to the provision for and the achievement of different groups of learners including:
 - Girls and boys, men and women.
 - Minority ethnic and faith groups. Travellers, asylum seekers and refugees
 - Learners who need support to learn English as an additional language (EAL)
 - Learners with special educational needs
 - Learners who are disabled
 - Those who are gifted and talented
 - Those who are looked after by the local authority
 - Others such as those who are sick or are young carers, or in families under stress
 - Any learners who are at risk of disaffection and exclusion.
5. To continually monitor the progress of all learners, to identify needs as they arise and to provide support as early as possible.
6. To work in partnership with parents, carers and guardians.
7. Where appropriate to involve the learner in any decision making that affects them.
8. All racial incidents will be dealt with immediately and reported to the LA.

Guidelines:

1. Within each class, teaching and learning styles and organization should be flexible to ensure effective learning.
2. Displays, curriculum content and role models will reflect the diverse world in which we live in a positive way.
3. Age appropriate extra curricular activities will be wide ranging, broad and balanced to include as much choice for as many children as possible.
4. Every effort to meet a learner's preferred format will be met. E.g. Maketon, laptops.
5. Circle time is maximized to deliver both SEAL and issues of language and disability equality. Learners will be taught the impact of the words they use.
6. We will not tolerate derogatory name calling.
7. We will purchase individually required resources according to need.
8. The Inclusion co-ordinator will carry out audits of resources and in line with the available budget will make requests for materials to enhance the diversity of our global community.
9. The Inclusion co-ordinator will submit a RAP (Raising Achievement Plan) report annually to EMAS and report findings to SLT.
10. Training opportunities will be given to all staff to develop inclusive strategies.

Success Criteria:

All learners will express that their views are listened to, where possible acted upon, that their gifts are recognized, needs fully met, differences celebrated and contributions acknowledged. This policy needs to be read in unison with all other Cathedral Primary School policies, in particular, the SEN policy and accessibility plan.