



## Inclusion Policy For Kirkstall Valley Primary School

We believe this policy should be an overarching policy, true to the schools vision and aims. It makes clear the importance of; leadership, the culture within the school, policy and practice. Our inclusion policy must be linked to other school policies; SEN, equal opportunities, health and safety, behaviour, anti-bullying, child protection, race equality, racial harassment and healthy schools.

**We have one childhood and one chance at education so we can achieve our very best and have a successful career and a happy, healthy lifestyle. Every moment is precious and moves us towards being grown up. In our school, we learn to make friends, respect each other, listen to others and socialise. Our teachers make sure we are not afraid to make mistakes and, with them, we learn to persevere and have fun. We work towards racial harmony because we respect and celebrate our differences and similarities. Our joint aim is for every individual to be the best possible version of themselves! We are all special – all the children, all the staff, all the parents and all the governors and, together, we create our fantastic school.**

The leadership and management team have agreed that the shared vision is to be given high priority throughout school. Our mission statement is displayed at the front of school for all children, staff, parents, carers and visitors to see and work towards to help our school in achieving this.

At Kirkstall Valley we have always aimed to provide a stimulating learning environment which has varied according to the age of the child and across the whole curriculum. We recognise, and that will always be the case, that the curriculum is subject to imposed and developing change. When we accept that notion we are in a position to maximise individual potential and ensure that pupils of all ability levels, and staff at differing stages in their career are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a skills based 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 responsible and valued members of society;
- Developing a close partnership within and with the whole community, particularly, parents and governors.

We aim to be an **inclusive school** and offer equality of opportunity and diversity when needed to all groups of pupils within school. These groups include;

- Boys and girls;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Pupils who have English as an additional language;
- Pupils who have Special Educational Needs
- Pupils who are gifted and talented
- Pupils who are looked after children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

We aim to provide 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.

We aim to provide a **happy, healthy and safe school** by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- Providing high quality pastoral care, support and guidance, driven by the leadership team;
- 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.

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 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?

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot.

**In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.**

This policy is monitored by the governing body and shared with all staff. It will be reviewed annually.

This policy was last reviewed in July 2017

Signed: Sam Clarke  
Chair of Governors on behalf of the Governing Body

Signed: Kully Richardson  
Headteacher

And will be reviewed on: September 2018

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