

# The Blue School

(Church of England)

Established 1630



**Excellence for all,  
Excellence by all  
Through the guidance of  
Jesus Christ  
Our Living Lord**

Policy: Inclusion Policy

Co-ordinator: Elaine Lacey

Ratified: Spring 2016

Reviewed: Spring 2018

## **GENERAL STATEMENT**

This policy should be read with reference to the following school policies: Accessibility, Admissions, Behaviour, Charges, Child Protection, Community Cohesion, Cyber Bullying, Gender Equality, Gifted and Talented, Race Relations, SEN, Sex and Relationships, Whistle Blowing, PSHE. In addition, all other policies, including Teaching and Learning and those relating to specific curriculum areas, reflect the school's commitment to the principle of inclusion.

Inclusion is a central aspect of Christianity and as such is an integral part of life at The Blue School. It is reflected in the School's Mission Statement and permeates every aspect of school life. Inclusion celebrates diversity and helps all children to appreciate that they are unique and valued members of the school community. Inclusion seeks to identify and remove any barriers to learning which may be created by gender, ethnicity, language or social background.

This policy sets out the overall framework for inclusion and needs to be considered in the context of all other school policies.

## **AIMS**

- To ensure that all members of the school community recognise that discrimination on the grounds of age, colour, culture, ethnic origin, gender or ability is not acceptable
- To ensure that all members of the school community feel valued and supported
- To provide equality of opportunity for all members of the school community
- To ensure that all pupils fulfil their potential
- To ensure that all children, teachers and all support staff contributes towards a happy and caring environment by showing respect and appreciation for each other
- To celebrate diversity and difference.

## **OBJECTIVES**

- To ensure the implementation of central government, LEA and Diocesan Board policy
- To ensure that the school's inclusion policy is implemented by all members of the school community
- To value and celebrate all the pupils' achievements
- To work in partnership with parents/carers to make sure their children are happy and successful in school
- To identify barriers to learning as early as possible and provide appropriate intervention and support
- To respond promptly and appropriately when evidence is found of discrimination either, in response to a child or parent complaint.

## **Resource Allocation**

It is a fundamental feature of the school to provide the necessary funding to enable all children to participate in the life of the school. In addition, additional support is always provided to ensure that all children make appropriate progress and achieve national standards in literacy and mathematics.

## **Promoting Inclusion**

We promote inclusion in the following ways:

- By early intervention and diagnosis of children with SEN
- By target setting and tracking of pupil progress
- By monitoring the progress of selected groups of children: boys/girls; summer born children; children on SEN register; EAL children
- By teaching the Christian doctrine of belief and inclusion at whole school assemblies
- By teaching the values and beliefs of other faiths during RE lessons
- By celebrating and recognising children's achievements in Key Stage assemblies
- By establishing a buddy system in the playground to encourage a sense of responsibility in the older children
- By establishing the friendship bench in the playground to ensure that no child feels lonely and neglected
- By providing individual and group support in the classroom, and in groups for SEN children
- By supporting specific charities like the Bushfire in Uganda and responding to international emergencies.

## **Selected Groups**

- Boys/girls
- Pupils with SEN
- Gifted and Talented Pupils
- Ethnic Minorities
- EAL Pupils
- Looked After Children

## **Children with Disability**

The school is committed to providing an environment that is accessible to children with physical or other health issues. The main entrances to the school have ramps which allow wheelchair access. Provision is made for pupils who need equipment to support their learning, e.g. laptops are available for children to type written work. The school responds promptly to supply appropriate equipment. The governors are constantly reviewing how the school can be made more accessible for disabled children. The new school building will meet the latest accessibility standards

## **Racism and Inclusion**

The diversity of our school community is addressed through schemes of work which reflect the programmes of study of the New National Curriculum. The Christian ethos of the school permeates all relationships within the school community emphasising in particular a caring attitude towards other people. Incidents of racial harassment are rare but if they do occur they are taken very seriously and dealt with by the class teacher in the first instance through to the head teacher in more serious cases.

## **Support from External Sources**

The school works closely with Early Help Hounslow to implement the new SEN Code of Practice to ensure that Education, Health and Social Care work together to meet the needs of all children.

The school seeks advice and support from the following sources:

- Early Intervention Team at Termly Multi Professional Partnership Meetings
- Hounslow Educational Psychology Service
- Hounslow Behaviour Support Teacher
- Hounslow Physical Development Support Teacher
- Education Welfare Officer
- Policy Documents from the Diocesan Board

## **Parental Partnership**

The school works in close partnership with parents to ensure that they are fully informed and engaged with the education of their children. Parents' views are sought every summer in the form of Parental Questionnaires. The questionnaires enable parents to express their approval of the school's work as well as expressing concerns they may have.

## **Evaluation of the Policy**

The inclusion policy is reviewed annually at the end of the school year. The evaluation focuses on:

- Evaluating how far the aims and objectives have been achieved
- Comments from annual Parental Questionnaire
- The progress and attainment of pupils.

## **Co-ordinating Inclusion Policy**

The Head Teacher has overall responsibility for inclusion supported by the Senior Management Team and the SENCO. Each year the Head Teacher reports to the Governing Body on the effectiveness of the policy.