



Millbrook Primary School Inclusion Policy

Rationale

At Millbrook Primary School we have always valued the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our school aims to be an inclusive school where equality of opportunity must be a reality for our children. Educational Inclusion pays particular attention to the provision made for, and the achievement of, different groups of pupils within our school:

- Girls and boys
- Minority ethnic and faith groups
- Pupils with English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children 'looked after' by the Local authority
- Other children such as poorly children, young carers, children from families under stress
- Any children who are at risk of disaffection and exclusion

Inclusive Education

The fundamental principle of an inclusive school is that all children should learn together, where possible, and that ordinary schools must recognise and respond to the diverse needs of their pupils.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges
- responding to children's' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of children. (This includes speech and language therapy and mobility training.)

We achieve education inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do our children achieve as much as they can?
- 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?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest levels of personal achievement. Teachers and staff recognise the learning and participation of all children.

Planning the Learning

- lessons are responsive to pupils' diversity
- lessons are made accessible to all children
- lessons develop an understanding of difference
- children are actively involved through their own learning
- children learn collaboratively
- assessment encourages the achievement of all children
- classroom discipline is based on mutual respect

Effective use of resources

- Millbrook's resources are distributed fairly to support inclusion
- All staff's expertise is fully utilised
- Children's differences are used as a resource for teaching and learning
- We use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Millbrook develops resources to support learning and participation.

Creating inclusive cultures

- Everyone is made to feel welcome
- All children help each other
- All staff collaborate with each other
- All children and staff treat one another with respect
- There is a partnership between staff and parents/carers
- Staff and governors work well together

Developing a school for all

- Staff promotions and appointments are fair
- All new staff are helped to settle into school and appointed a mentor
- Millbrook seeks to admit all children from its locality
- The school makes its buildings physically accessible to all
- All children, new to the school, are helped to feel settled
- Teaching groups are arranged so all children are valued
- Seeks to admit children from the locality as defined in the Admissions Policy

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.