Newby and Scalby Primary School

(An Academy within Coast and Vale Learning Trust)

Academy Policy

Inclusion Policy

Approver: HT
Review Cycle: Annual

Revision History			
Date	**Version**	**Short Description of Changes**	**Approved by:**
Jan 2011		Policy Approved	SLT
May 2016		No change	HT
July 2017		Legislation details updated	FGB
Oct 2018	V1.01	No changes	HT
Apr 2020	V1.02	No changes	HT
Oct 2022	V1.03	No changes	HT

Inclusion Policy

Inclusion at Newby and Scalby School is concerned with the identification and removal of barriers to the learning, participation and achievement of all within the school community.

Purpose
This policy will underpin all other policies of this school and will ensure that the provisions of:
- SEN and Disability Act 2001;
- Equality Act 2010;
- Children and Families Act 2014;
- SEND Code of Practice;

are implemented and underpin all aspects of the school's work.

Aims
- We are committed to giving all our children every opportunity to achieve the highest standards.
- To provide a progressive and cumulative development for each child based on ongoing assessment.
- We respond to pupil's diverse learning needs.
- We provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

Provision
This policy takes into account the diversification of children and caters for the needs and makes provision for:
- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers
- Persistent late arrivals
- Children with repetitive behaviour problems
- New arrivals into school
- Children with specific physical disabilities
- Children in temporary or permanent foster care
- Any other identified need

Through regular monitoring and reviewing of our provision we will make any necessary changes that are required to ensure all children will achieve their potential. This will be done through:
- Establishing positive learner-staff relationships
- A differentiated curriculum.
- Every child should be given the appropriate learning material and curricular and teaching approaches through which success can be achieved.
- All staff need to be aware of the diverse cultures and backgrounds which the children bring to the school setting and can influence the way they learn.
- Teachers planning should adapt to encompass all pupils to ensure they fully take part in lessons effectively.
- All pupils need to feel that their contributions are valued

- All pupils should feel safe and secure within the school environment
- Pupils are taught to appreciate the differences in others and develop a tolerance to those differences.
- All forms of bullying and harassment, including racial harassment are challenged and recorded.
- All pupils are enabled to participate safely in clothing appropriate to their religious beliefs particularly in subjects as Science, DT and PE
- Work should be planned which builds on their interests and cultural experiences
- Resources should be used which reflect social and cultural diversity and provide positive images of race, gender and disability.
- When necessary to cater for individual needs children will work with appropriate external specialists and all staff will work closely with these agencies within school to ensure continuity of approach and information is passed to parents/carers.
- Adapting the building as necessary (where possible) to meet the needs of all staff and learners

The School will adhere to the Data Protection Principles and other legislative requirements set out in the Data Protection Act 2018, General Data Protection Regulation, and related information governance legislation.