

# Portway Junior School Inclusion Policy

Reviewed by the School Improvement Sub-Committee

Date approved : September 2014

By : School Development Sub - Committee

Date of next review : Autumn 2018

*or when requested by a member of staff or governor.*

At Portway Junior School we believe that everybody has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.

Everybody is unique in terms of characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account to ensure access to a high quality and appropriate education.

We understand that Inclusion is a *process* and a lifelong issue, linked to enhanced participation in society.

We acknowledge the key principles of Inclusion:

- **Valuing diversity:** All children are equally valued. They present a rich and diverse range of strengths and needs which are recognised and regarded positively. See Equality and Diversity Policy.
- **Entitlement:** All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.
- **Participation:** All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.
- **Individual needs:** A range of flexible responses are used to meet the needs of individual children and to accommodate their diversity including inter-agency planning.
- **Collective responsibility:** Inclusion is the responsibility of all staff and governors.
- **Professional development:** Inclusion requires the application of existing skills and the development of new

ones. All staff have access to appropriate advice and resources.

**Equal opportunities:** See also the Equality and Diversity Policy

At Portway Junior School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Recognising inclusion as part of the school's equality and diversity policy with clear arrangements for implementation, funding and monitoring.
- Ensuring that all school developments and policies take account of inclusive principles and that due regard to equality issues, as stated in The Equality Act 2010, are always considered.
- Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

*Due regard to equality issues, as stated in The Equality Act 2010, were considered when drafting this policy.*