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Designated person: Miss A Harrison

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Chair of Governors: Mr R Pinner

Head: Mrs A Fox

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Inclusions Policy

- We believe that every individual at our school has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve their potential in learning.
- Everyone is unique in terms of characteristics, interests, abilities, motivation and learning.
- We will endeavour to design our education system to take into account these wide diversities
- All pupils will have access to high quality and appropriate education.
- All pupils need appropriate curriculum, resources and positive staff attitudes and skills to ensure they are included in a meaningful sense.
- The child is at the centre of the teaching and learning process.
- Inclusion is a lifelong issue.

Inclusion is not a simple concept restricted to issues of a placement, although mainstream access is an important goal which needs active planning and promotion. Inclusion means meeting individual needs working in partnership with pupils, parents, teachers and developing a more inclusive approach

Key principles of Inclusion

- *To value diversity.* All children are educable. Inclusion is most likely to be achieved when diversity is recognised and regarded positively.
- *Entitlement.* All pupils are entitled to receive with a suitable peer group, broad and relevant curriculum, in the least restrictive environment. Parents and young people are entitled to express a preference if necessary.
- *To understand how pupils learn.* This is important, as understanding how they learn will help them to learn better.
- *Participation.* All pupils are entitled to be treated with respect, taking into account their views.
- *Individuals needs.* The development of inclusive practises needs to meet the needs of individuals.
- *Planning.* All educational and multi-agency planning should be based on inclusive principles. Inclusion requires strategic planning at all levels.

- *Collective responsibility* Inclusion extends to society as a whole. Within all educational establishments it should be an issue for all staff rather than the responsibility of a particular group or individual.
- *Professional development.* Inclusion requires the extension and sharing of existing skills and the development of new one.

As a school we will:

- ✓ Foster a climate that is flexible and creative in response to individual need.
- ✓ Ensure that inclusion is part of the whole school Equal opportunities Policy and put in place strategies a for the implementation, funding and funding.
- ✓ Work collaboratively as a team, identifying barriers and working to overcome them.
- ✓ Recognise that inclusion is the responsibility of all staff who need to be consulted regarding developments from the outset.
- ✓ To have opportunities for relevant professional development to support inclusive practises.

We will remove barriers to inclusion by looking at solutions after identifying issues rather than focusing on the issues.

To develop inclusive practises we liaise with :

- Parent Partnership
- LEA support services
- Social Services
- Health Professional
- Develop links with the local community

Local Responsibilities

To identify and disseminate good practice, using this to provide appropriate professional development opportunities.

Inclusion at St. Wilfrid's CE Primary School means the removal of barriers. It is enabling and not disabling .It means:

- That the curriculum needs to be developed to meet the needs of the pupils
- Access to opportunities to relate to other pupils at lunchtimes, playtimes, Breakfast Club and in variety of social situations.
- Access a range of facilities , in school, in other schools and in the community.
- Access a range of teaching and learning styles
- Access to be taught similar skills min a range of context
- Access to the National Curriculum, not disapplication.
- Assessing each individual and their needs and maintaining them, with the cooperation of other professionals, other school staff and the pupils themselves.

Inclusion has a variety of practical meanings for example

- Inclusion in classroom activity
- Inclusion with peers in a support group
- Inclusion with peers in an Intervention group
- Inclusion with peers in an ability
- Inclusion in the wider school community
- Inclusion in after school groups

It does not mean that

- A greater value is placed a ability
- Giving everyone the same curriculum
- Putting pupils into experiences that they are not able to cope in
- Just being there

Above all we need to remember that inclusion is a process and not a state.