



Inclusion Policy

Description	By Whom	Date
Established	Greenhill / TM	9/3/15
Reviewed	TM	11/8/16
Approved	D of S	15/9/16

Rationale

This policy will ensure that all Harmony Trust schools are educationally inclusive schools where the teaching and learning, achievements, attitudes and well being of every pupil matter. All schools will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, those with Additional Educational Needs, those in vulnerable groups and those from all cultural backgrounds including pupils with English as an additional language. Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Children achieving to their potential will be fundamental and integral to all teaching and learning. Parents will be given the opportunity to be involved in the education of their children and they will be kept fully informed when additional educational provision and intervention strategies are made for their child. The ethos of all Harmony Trust schools will be one where differences are celebrated and the self esteem of every pupil is increased.

Purpose

1. This policy will underpin all the other policies in the Trust and its schools.
2. We offer a broad, balanced, differentiated curriculum that offers equal opportunities, promotes self esteem and maximises individual potential.
3. We provide a welcoming environment that meets the needs of every individual, recognising their entitlement to appropriate high quality education, through quality first teaching.
4. We need to be proactive in eliminating any kind of discrimination or prejudice based on race, disability or additional educational need.
5. This policy will ensure that the provisions of the Children and Families Bill 2013 and Equality Act 2010, alongside the subsequent code of practice are put into place in our schools it will ensure that the Revised Code of Practice for SEN is implemented.
6. The policy will ensure that the provisions of the Race Relations (Amendment Act) 2000 together with the Race relations Act 1976 and subsequent code of practice underpin all aspects of the school's work.

Broad Guidelines

- 1 Everyone in the school community must ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with AEN or pupils on race grounds.
- 2 Everyone must ensure that children with statements of SEN are educated in school unless it is incompatible with the wishes of their parents or incompatible with the efficient education of other children.
- 3 Those responsible for policies must monitor and review their operation to evaluate their impact on pupils, staff and parents of different racial groups; in particular, they must evaluate the impact on the attainment level of such pupils.
- 4 Everyone in school must be familiar with the requirements of the Statutory Codes of Practice for SEN (Revised), Disability and Race and they must ensure that the codes underpin all aspects of their work.

Conclusion

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the child centred approach to all we do to ensure that the needs of each individual are met.