

# INCLUSION POLICY

EATON HOUSE SCHOOLS  
POLICY DOCUMENT

## Contents

|                                 |   |
|---------------------------------|---|
| Policy Statement .....          | 3 |
| The Aims of the Policy.....     | 3 |
| Procedure.....                  | 4 |
| Roles and Responsibilities..... | 5 |
| Inclusion .....                 | 7 |
| Educational Visits .....        | 7 |
| Positive Discrimination .....   | 7 |
| Measuring Inclusion .....       | 8 |

# Policy Statement

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We are an inclusive school, and this requires the active participation and support of senior management, staff, parents, carers and pupils. All partners in our school should have access to all activities and opportunities.

## The Aims of the Policy

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This policy aims to ensure that:

- all pupils who wish to attend our school are able to do so
- all pupils at our school are able to participate in some form in all the activities we offer, both curricular and extra-curricular
- our expectations and aspirations are equally ambitious for all our pupils
- our school enables pupils from all groups and with a variety of different types of need to succeed.

# Procedure

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## Definitions

We understand inclusion to mean bringing together children, young people and their families within the school community. Inclusion is the process of removing barriers to participation and learning. It includes individuals:

- with special educational needs or disabilities (SEND)
- with behavioural, emotional and social needs
- who speak English as an additional language
- who have needs arising from their experiences and family background (including looked-after children and young carers)
- who are academically more able
- who are newly arrived to the country

# Roles and Responsibilities

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## Senior Management

Senior Management are responsible for:

- monitoring the implementation of this inclusion policy
- ensuring that all statutory responsibilities are met
- ensuring that the special educational needs and equal opportunities policies are effectively implemented
- ensuring that funding is used appropriately to support this inclusion policy
- ensuring that policies are made available to parents online
- ensuring that all pupils achieve the highest standards that they can.

## Head Teacher

The Head Teacher is responsible for:

- the implementation of this inclusion policy
- ensuring that all staff are aware of this policy and their responsibilities
- ensuring that individual needs are identified early and that strategies are put in place to address them
- ensuring that staff receive the correct professional development opportunities to enable them to implement this policy
- creating a climate where all individual needs are addressed and strengths celebrated
- overseeing the evaluation and review of practice and policy
- working with other staff to advise the governing body on equality objectives and prepare information for publication.

### Special Educational Needs Co-ordinator (SENCO)

Our schools have special educational needs co-ordinators (SENCO), sometimes called Heads of Learning Enrichment. The SENCO is responsible for specifically working with SEND pupils and those who have a statement of SEN or an education, health and care (EHC) plan. Details of the SENCO role are included in the SEND policy.

Senior Management is responsible for:

- provision mapping across the school
- providing an overview of the extent to which all groups within the school identified in this policy are reaching their targets and have high expectations set for them
- developing inclusive practice among staff
- liaising with staff with linked responsibilities to ensure that there is a cohesive approach to inclusion across the school
- chairing multi-agency meeting when required and early intervention is promoted
- advising on teaching and learning to support inclusion

### Teachers

Teachers are responsible for:

- ensuring that the classroom environment maximises opportunities for all pupils
- applying personalised learning principles to their teaching
- ensuring that planning takes account of the different needs of pupils in the class
- cultivating an ethos and environment within the class that enables all pupils to participate in activities with confidence
- liaising with outside agencies and specialist support to improve and enhance provision
- setting an example themselves through the way in which they involve pupils, respect their feelings and have high expectations
- taking part in the progress monitoring and tracking procedures within the school to ensure positive outcomes for all pupils
- reporting to senior management where arrangements and facilities might create difficulties for specific groups of pupils

## Inclusion

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It is not only our responsibility to ensure the inclusion of pupils but also of staff and parents. Every attempt should be made to ensure that all within the school have the opportunity to access the facilities that the school offers both inside and outside of the school day. This includes:

- making every effort to ensure that the composition of the staffing profile reflects groups within the local community
- making all groups feel welcome
- ensuring that the school environment enables access to all within the school community

## Educational Visits

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Where educational visits are being planned it is assumed that all pupils will take part. In order to achieve this we:

- plan well in advance and check the suitability of every venue
- make sure there is accessible transport to the venue
- liaise with staff at the venue
- ensure that the programme of activities is accessible to all; if this is not possible, we ensure that the programme offers activities that are accessible and of equal merit
- complete any risk assessments with the needs of pupils with disabilities in mind
- ensure that all staff have the necessary knowledge about the pupils they are taking

## Positive Discrimination

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We operate a policy of positive discrimination where necessary. This means that on occasions, additional privileges, resources or staff time will be allocated to pupils in order to enable them to fully participate in the school.

# Measuring Inclusion

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Not all aspects of inclusion can have a measure placed against them. However, there are some key indicators that can demonstrate how effectively pupils are being included within the school. These include;

- Fixed term and permanent exclusion statistics
- Attendance data, particularly in relation to persistent and recurrent absences