

William Gilpin CE VA Primary School Inclusion Policy

All members of staff at William Gilpin work closely together to ensure that our school is an inclusive community.

Ofsted (2000) consider Educational Inclusion to include:

- Girls and boys.
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees.
- Pupils who need support to learn English as an additional language (EAL).
- Pupils with special educational needs.
- Gifted and talented pupils.
- Children “looked after” by the Local Authority.
- Other children, such as sick children; young carers; those children from families under stress; pregnant school girls and teenage mothers.
- Any pupils who are at risk of disaffection and exclusion.

Whilst all William Gilpin pupils and their individual needs are extremely important, this inclusion policy is specific to the more vulnerable groups with the five outcomes of ‘Every Child Matters’ taken fully into account.

The three main principles of education inclusion are:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are interlinked and are the heart of our provision and therefore we will:

- Provide a warm, safe and welcoming environment for all who come to our school.
- Ensure all staff are well trained and understand the needs of all pupils beyond the classroom.
- Provide quality first teaching and personalised learning strategies.
- Ensure that pupils support is proactive rather than reactive.
- Involve pupils and their families in decision making.
- Provide support for pupils outside of the school and their families.
- Seek advice and support from a range of outside agencies and make links where possible.
- Ensure that all policies across the school take account of such pupils.
- Review and monitor policies and interventions regularly to ensure they are successful and make changes where needed.

We strive to ensure that all pupils are considered as individuals, are given responsibility and respect for themselves and each other and that they all have to equal opportunity to achieve their full potential.

Pupils, who experience exclusion can feel rejected, upset, angry and frustrated. We prefer our pupils (and our staff) to feel valued, content, at ease and happy. At William Gilpin we aim to ensure this happens by creating a secure, accepting and stimulating school environment where everyone has the right to learn and everyone will achieve their best.

This policy will be reviewed in the Summer Term 2015 or in the light of new guidance.

Signed:

Date: