

Magdalen Gates Primary School Inclusion Policy

We believe this policy should be an overarching policy, true to the school's vision and aims. It makes clear the importance of; leadership, the culture within the school, policy and practice. Our inclusion policy must be linked to other school policies; teaching and learning, SEN, equal opportunities, health and safety, behaviour, anti-bullying, child protection, sex and relationships, racism, and admission.

Our School Vision Statement:



will be displayed in all teaching areas. The leadership and management team have agreed that the shared vision is to be given high priority.

At Magdalen Gates Primary we have always aimed to provide a stimulating learning environment that has varied according to the age of the child and across the whole curriculum. We recognise, and that will always be the case, that the curriculum is subject to imposed and developing change. When we accept that notion we are in a position to maximise individual potential and ensure that pupils of all ability levels and staff at differing stages in their career are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society;
- Developing a close partnership within and with the whole community, particularly, parents and governors. The school logo reflects this

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. These groups include;

- Boys and girls;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Pupils who have English as an additional language;
- Pupils who have Special Educational Needs
- Pupils who are gifted and talented
- Pupils who are looked after children

- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- Providing high quality pastoral care, support and guidance, driven by the leadership team;
- Safeguarding the health, safety and welfare of pupils with linked policies.
- Listening and responding to the concerns of children and parents;
- Taking care to balance the needs of all members of the school community.

We should secure inclusive education for our pupils by constant review and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?
- Are all our staff happy to be in school?

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot.

Date Adopted: Spring 2017

Next Review Spring 2018