Bishops Tawton Primary School
Inclusion Policy

Date: January 2015
Review: January 2018

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.

We value the individuality of all of our children and that of the families that they come from. We value each child as a unique individual irrespective of ethnicity, attainment, age, disability, gender, faith or background. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.
We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

At Bishops Tawton we aim to provide a stimulating learning environment that is varied according to the age of the child and across the whole curriculum. We recognise that the curriculum is subject to imposed and developing change and as such we ensure that we 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.

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

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Our robust assessment processes ensure that the changing needs and developments of all pupils are catered for including those with disabilities or special educational needs, vulnerable groups and the most able.

Teachers ensure that all children:

· feel secure and know that their contributions are valued;

· appreciate and value the differences they see in others;

· take responsibility for their own actions;

· participate safely in clothing that is appropriate;

· are taught in groupings that allow them all to experience success;

· use materials that reflect a range of social and cultural backgrounds, without stereotyping;

· have a common curriculum experience that allows for a range of different learning styles;

· have challenging targets that enable them to succeed;

· participate fully, regardless of disabilities or medical needs.

We 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 in 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.