

Inclusion Policy

Morpeth First School



At Morpeth First School we believe in the importance of diversity and the recognition of each person's right to individuality in order to build self-confidence and through this, achieve their academic and social potential. Our policy for inclusion is not only associated with children who have Special Educational Needs or those with impairments, but involves the education and support of all children within our school community through the building of collaborative relationships based on trust in a secure and supportive environment.

In order to achieve this, we support the creation of inclusive cultures, policies and practices.

We create inclusive cultures:-

- **Building an inclusive community by:**
 - Making everyone feel welcome
 - Children working together and helping each other
 - Staff actively collaborating
 - Staff and children treating each other with consideration and respect
 - Developing a partnership between staff and parents/carers
 - Staff and governors supporting each other
 - Encouraging local communities, organisations and businesses to become involved with the school

- **Establishing inclusive values through:**
 - Having high expectations of all pupils
 - All students being equally valued
 - Staff seeking to remove barriers to learning and participation in all areas of school life
 - The school working towards minimising all forms of discrimination
 - Staff, governors, children and parents/carers sharing a philosophy of inclusion

We produce inclusive policies:-

- **Developing the school for all:**
 - Staff appointments and promotions are fair
 - All new staff, temporary and permanent, are helped to settle into the school
 - The school seeks to admit all children from it's locality as well as those from other localities who wish a place in the school

- The school makes it's buildings physically accessible to all people
 - All new pupils are helped to settle into the school
 - Teaching groups are arranged so that all pupils are valued
- **Organising support for diversity:**
- Staff development helps staff to respond to the diverse needs of pupils in the classroom
 - Support provided in the classroom is co-ordinated, including SEN and English as an additional language
 - The Special Educational needs Code of Practice is used to encourage the participation of all students
 - Pressures for disciplinary exclusions are reduced through the involvement of the Behaviour Support Unit where required
 - Barriers to attendance are reduced through close partnership with parents
 - Through clear procedures for cases of bullying

We support inclusive practices:-

- **Through the planning of learning:**
- Teaching is planned with the learning of all students in mind
 - Lessons encourage the involvement of all pupils through both content and preferred learning styles
 - Lessons develop an understanding of differences
 - Pupils are actively involved in their own learning
 - Collaborative activities support shared experiences
 - Assessment and target setting contributes to the achievements of all students
 - Classroom discipline is based on mutual respect
 - Teachers plan, teach and review in partnership
- **Through the utilisation of resources:**
- Differences between pupils are used as a resource for teaching and learning as opportunities arise
 - Staff expertise is recognised and utilised
 - Staff develop appropriate resources to support pupils' learning and participation in lessons and school life
 - Community resources are recognised and drawn upon
 - School resources and personnel are distributed fairly so as to support inclusion

Date policy agreed _____

Review date _____