



INCLUSION POLICY

Current Policy Approval Date:	Autumn 2019
Review Date:	Autumn 2022

[John 3:16](#)

For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.

POLICY & PROCEDURE

At Churchfields we have always recognised the different and unique qualities of all children attending the school.

Education inclusion is more than a concern about any one group of pupils such as those who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for ALL pupils, whatever their age, gender, ethnicity, attainment and background. Education Inclusion pays particular attention to the provision made for and the attainment, achievement and well-being of different groups of pupils within a school.

Different groups could apply to any or all of the following:

- Girls and boys
- Minority ethnic, faith and traveller groups
- Pupils with English as an additional language
- Pupils with special educational needs
- Gifted and talented children
- Children 'looked after' by the local authority
- Other children, such as sick children, disabled children, young carers, children from families under stress
- Any children who are at risk of disaffection and exclusion
- Children in receipt of the Pupil Premium or Service Premium
- Children or families who identify as lesbian, gay, bi-sexual or transgender (LGBT)

Inclusive Education

The fundamental principle of the inclusive school is that all children should learn together, where possible, and that schools should recognise and respond to the diverse needs of their pupils.

Other policies reflect this principle and this policy should be read in conjunction with them, particularly: SEND; Disability Equality; More Able Pupil; and Teaching & Learning.

An educationally inclusive school is one in which the teaching and learning achievements and well-being of every child matter. This is the aim of Churchfields, the Village School.

Success will be measured by the children's achievements, and in our ethos and willingness to offer new opportunities to our children who may have experienced previous difficulties. It is important to note that this does NOT mean treating all children in the same way – rather it involves taking account of our children's varied life experiences and needs.

Creating inclusive cultures

- Everyone is made to feel welcome
- All children help each other
- All staff collaborate with each other
- All children and staff treat one another with respect
- There is a partnership between staff and parents / carers
- Staff and Governors work well together
- All local communities are involved in the school.

Establishing inclusive values

- We have high expectations of all our children
- Staff, Governors, children and parents / carers share a common philosophy of inclusion
- All children are equally valued
- All staff seek to remove barriers to learning and encourage participation in school.

POLICY & PROCEDURE

Developing a school for all

- Staff appointments and promotions are fair
- All new staff are helped to settle into the school
- Churchfields seeks to admit all children from its locality
- The school makes its buildings physically accessible to all people (where possible)
- All children, new to the school, are helped to feel settled.
- Extra-curricular provision is planned to develop pupils' experiences (e.g. clubs, concerts, trips)

Organising support for diversity

- Professional development activities help staff to respond to children's diversity
- The Code of Practice encourages the participation of all children
- Support for those learning English as an additional language is co-ordinated with learning support
- Ensuring disciplinary measures are appropriate to the action and the child

Planning Learning

- Lessons are made accessible to all children
- Lessons develop an understanding of difference
- Children are actively involved in their own learning
- Children learn collaboratively
- Assessment recognises the achievements of all children
- Classroom discipline is based on mutual respect.

Effective use of resources

- Churchfields' resources are distributed fairly to support inclusion
- All staff expertise is fully utilised
- Children's differences are celebrated/respected and regarded as a strength
- Churchfields develops resources to support learning and encourage the participation of all children.