



**Inclusion Policy**

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This policy sets out Bishopton’s aims and objectives around inclusion and should be read alongside our Single Equality Scheme and alongside the following school polices: Equal Opportunities; Anti-Bullying; British Values; SMSC; SEND; PSHE and the school Behaviour and Relationship Policy and Child Protection Policy.

**Introduction**

Bishopton is committed to valuing the uniqueness of all our pupils. We provide our whole school community every opportunity to achieve the highest of standards. We are a rights respecting school and we recognise that all of our pupils have varied and diverse needs and life experiences. We offer a broad and balanced curriculum and have high expectations of success for all of our pupils. The mental and physical health and well-being of our pupils is our main priority. This policy helps to ensure that the school acknowledges, values and celebrates individuality irrespective of ethnicity, attainment, gender, disability, background and behaviour.

We actively seek to remove the barriers to learning and participation that can have a negative impact on pupils’ progress.

**Aims**

Bishopton aims to:

* Help pupils develop their personalities, skills and abilities and future life chances
* Provide outstanding teaching, learning and assessment that is well planned, and makes learning engaging, challenging, differentiated to individual pupils’ needs and enjoyable for all
* Provide equality of educational opportunity
* Engender a culture of tolerance, acceptance and mutual respect where everyone feels valued and loved.

**Objectives**

Bishopton will:

* Ensure implementations of government and Local Authority and national inclusion recommendations
* Ensure the school’s inclusion policy is implemented consistently by all staff
* Ensure any discrimination and prejudice is eradicated
* Identify needs, barriers to learning and participation quickly and provide appropriate interventions to meet the complexity and diversity of those needs
* Ensure all pupils have access to an appropriately differentiated curriculum that is regularly reviewed.
* Recognise, value and celebrate pupils’ achievements
* Work in close collaboration with parents/carers in supporting their child’s education
* Provide guidance and support to the whole school community including the Governing Body on all aspects of inclusion

**Resources**

At Bishopton we create opportunities using activities, space and materials so that all pupils can learn. Recourses are vital in providing inclusive teaching, learning and assessment, we therefore aim to provide the following resources to all of our pupils:

* Appropriately furnished classrooms with desks that can be pulled together for group/collaborative activities.
* Technology and ICT facilities are vital to modern learning environments and promoting inclusion. Bishopton has a number of technologies and ICT available to pupils including classroom computers, iPads, Interactive whiteboards, audio/visual equipment, educational software e.g. CPOMS.
* School display boards and visual aids are used to attract pupil interest, explain an idea or help a pupil to develop a deeper understanding. There are many displays around the school and in the classrooms.
* School support staff who work consistently providing that vital pastoral support to pupils. These are deployed based on group makeup, needs, behavioural challenge, strengths and relationships.
* Data plays an integral part of school improvement, Bishopton has made a significant investment in a bespoke data management system that tracks pupil progress, behaviour, individual targets and assessment data. This is used to inform strategic development and for teaching staff to effectively plan for individual pupils.
* Reading and library resources. Pupils have access to an array of literature including books that provide entertainment, stimulate creativity and provide inspiration which promotes widespread reading throughout the school day. We also have an Accelerated Reader scheme which tracks pupils’ individual progress in reading and literacy
* Therapeutic interventions are part of Bishopton’s inclusive approach to working with children and young people with varying needs. Bishopton recognises that human resources are the most important investment and provides ongoing and specialised CPD to all staff. We have some highly qualified and effective staff who are able to provide a range of therapeutic interventions in a specially resourced room within the school. Please see **appendix 1** for a list and description of the therapeutic approaches we offer.
* Where pupils have specific learning needs e.g. Dyslexia, the school would have a range of resources available to support their learning i.e. coloured overlays etc. We would also make available other resources as and when we need them for pupils who may not have English as a first language etc.
* PASS: Pupil Attitudes to Self and School assesses how students feel about school and themselves as a learner, including connectedness, self-efficacy, and motivation. The PASS can be used as a universal screener to help teachers identify at-risk students and to develop or deploy suitable interventions.

**Role and Responsibilities**

Responsibility for developing pupils’ SMSC development lies with the whole school community.

Key roles and responsibilities include:

* The Governing Body in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application.
* The Co-Headteachers in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of both the school environment and performance management of staff.
* Middle leader with responsibility for SMSC in ensuring that SMSC is delivered effectively throughout the school.
* Teachers and support staff in embedding inclusion in all curriculum areas.
* All staff in ensuring that they maximise on all available opportunities to develop pupils understanding of inclusion, even in unstructured times (i.e. break and lunch times) throughout the school day and in leisure activities and school trips.
* Pupils in ensuring that they engage fully with all aspects of the school day and support a safe and inclusive environment.

**Key staff**

Governing Body Lead for Inclusion – Sue Cain, Chair of the Governing Body

Overall responsibility for Inclusion – Emily Carr and Rachel Campbell Co-Headteachers

Inclusion Coordinator – Personal Development Lead and member of the SLT

Designated Safeguarding Leads – Emily Carr and Rachel Campbell

Anti-bullying Coordinator – Laura Hall

Safeguarding and Wellbeing Officer – Jemma Cruces

Attendance and Parent Support Officer – Lindsay Davies

Mental Health and Wellbeing Lead – Kate Dack

Designated Teacher and SENCO – Claire Thompson

**Monitoring and Evaluation**

Inclusion is monitored and evaluated termly via the SLT Review System. We collate pupil, parent/carer and staff feedback to ensure that the whole school community feel we are applying inclusive practices in all that we do.

The Co-Headteachers produces a termly report to the Governing Body which provides data analysis of different pupil groups to ensure pupils from underrepresented groups are making expected progress.

**UNICEF - UNCRC**

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

Articles directly relating to this policy are:

Article 2 (Non-discrimination)

Article 12 (Respect the views of the child)

Article 13 (Freedom of expression)

Article 17 (Access to information from the media)

Article 28 (Right to education)

Article 29 (Goals of education)

Article 31 (Leisure, play and culture)