



Inclusion Policy

In 1999 the DfEE stated 'We owe all children – whatever their particular needs and circumstances – the opportunity to develop their full potential to contribute economically, and to play a full part as active citizens'.

Calton Primary School is committed to providing an appropriate and high quality education to all children who attend the school. We are opposed to all forms of discrimination based on a person's ethnic origin, class, religion, nationality, age, gender, disability or ability and believe in equality of opportunity. We believe that all children, including those identified as having 'special educational needs' or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Calton Primary School is committed to inclusion. By 'inclusion' we understand that school will seek to adapt systems and structures to meet the needs of all children: this will include adaptations to the school curriculum, to buildings, to attitudes and values, and language. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Specifically to promote inclusion the school has implemented the following:-

- The ethos and aims of the school promote inclusion and the valuing of everyone, regardless of ability, behaviour or race.
- The school operates its **admission procedures** in accordance with the policy laid down by the LA. This policy does not discriminate on the grounds of race, religion, ethnic origin, or special needs.
- The curriculum is planned to promote the understanding of and respect for the race, culture, beliefs and religion of others.
- Each class teacher will ensure that planning caters for each child's needs and provides positive models for their learning and behaviour.
- Parents are requested to read and sign the Home/School Agreement, which sets out the expectations and responsibilities for attendance and behaviour.
- Unauthorised absences and lateness are recorded and published. All un-notified absences are followed up. Advice and intervention is sought from the Education Welfare Officer in the cases of long term, or recurring, unexplained or inadequately explained absence.

- The school aims to identify and support appropriately, any pupil who may be withdrawn, difficult to engage or feeling in some way apart from what the school seeks to provide.
- The Special Needs and Disability Policy sets out the procedure for supporting children with special needs and/ or disabilities, including accessing expert advice from relevant outside agencies for specific problems. The school can only make provision within its available resources.
- The EAL service offered, for bi-lingual support, is engaged to ensure that children from ethnic minorities are not disadvantaged in accessing the curriculum.
- Parents are kept informed of the schools activities and procedures are explained. The school's 'Behaviour and Discipline Policy' sets out the steps taken to support good behaviour and the strategies to support pupils with BESD . It identifies the steps to be taken when managing incidents of bullying or racism. All reasonable alternatives will be exhausted before exclusion is considered. Sanctions will be applied fairly.
- The wearing of an affordable and serviceable school uniform to encourage feelings of 'belonging' and pride.
- The building is managed so as to facilitate access for the disabled.
- There is a named member of staff designated to ensure support for 'looked after' children, and to oversee the required Care Plan.
- Pupils will be monitored and assessed regularly to ensure progress towards clearly defined targets. Account will be taken of factors such as social conditions, family and cultural attitudes, language, ethnicity and gender, which directly influence the rate of progress and achievement. Where concern is raised, early intervention will be taken.