



GRIMSDYKE SCHOOL INCLUSION STATEMENT

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.' (**The National Curriculum for England, July 2013, DfE**)

At Grimsdyke School we have consistently high expectations of all pupils and we acknowledge that each pupil has individual and unique needs. We plan lessons and experiences to meet the needs of all students, whether they are academic, social or emotional needs. Additionally, some pupils require support or differentiated provision in order to reach their full potential. We recognise that different children will require different types of support for different lengths of time and that, in order for all children to succeed, we need to plan for these needs accordingly.

Grimsdyke School aims to ensure that all pupils have the opportunity to reach their full potential. In doing this we aim to provide a supportive environment with meaningful access to a broad and balanced curriculum.

*Inclusion may be defined as involving "the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation" (**Index for Inclusion, Booth & Ainscow 200:13**). Inclusion affects culture, policies and practices, responding to diversity within school and community.*

Key Principles

Valuing Diversity: All children should be equally valued whether or not they have special or additional educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is achieved when this is recognized and regarded positively.

Entitlement: Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. The school should make reasonable adaptations to allow this to happen. Parents and children (if appropriate) should be consulted about the adaptations that are necessary to ensure inclusion.

Participation: All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known so that they can be taken into account. All arrangements should protect and enhance the dignity of those involved.

Individual Needs: The development of inclusive practice should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs, and to accommodate their diversity.

Planning: All planning should be based on inclusive principles. Inclusion requires ongoing strategic planning at school, year group, class and individual pupil level.

Collective responsibility: The principal of inclusion extends across the all work of the school as an institution. It is an issue for all staff rather than the exclusive responsibility of a particular group of individuals.

Professional development: Inclusion requires both extension of the application of existing skills and the development of new ones. All staff will need be supported through this process and have access to a range of appropriate courses, advice, and resources.

Equal Opportunities: All pupils should receive a broad and balanced curriculum that recognises their different talents and learning styles and addresses the specific nature of any particular special needs.

In order to manage the effective provision of an inclusive education at Grimsdyke School the Governing Body has adopted a range of policies. The following Inclusion Policies should be referred to in order to understand the school's approach to inclusion in specific cases:

- Teaching and Learning Policy
- Behaviour Policy
- Special Educational Needs Policy
- English as an Additional Language Policy
- Able, Gifted and Talented Policy
- Pupil Premium Policy
- Community Cohesion Policy
- Anti- bullying Policy
- Physical Restraint Policy

- *Medical Needs Policy*
- *Intimate Care Policy*

Reference should also be made to the following guidelines:

- *Child Protection Guidelines*
- *Equality Plan*
- *Accessibility audit and plan*

The policies can all be accessed here - <https://www.grimsdyke.harrow.sch.uk/policies>

These policies will be monitored and reviewed regularly by the Governing Body.

Implementation of the Inclusion Policies will be the responsibility of the Head Teacher and Inclusion Manager. All staff will be made aware of their responsibilities in relation to the school's Inclusion Policies.