



Inclusion Statement

We recognise that inclusion is not a simple concept restricted to the admission of pupils with special needs.

We recognise that inclusion related to educational access for all and that it is our moral responsibility to meet the most diverse needs.

Our Key Principles are:

- to value diversity
- to recognise entitlement
- to ensure dignity for all
- to meet individual needs
- to appropriately plan
- to accept collective responsibility

These principles will move us “as one” towards effective inclusive practice.

As a school we must:

- foster the links between inclusive education and diversity. We must promote a whole school ethos that values all children and their families.
- foster a climate that supports a flexible and creative approach to individual needs.
- recognise that inclusion is part of the equal opportunities policy
- recognise that all policies take account of inclusive practice
- ensure that clear strategies are in place to ensure effective inclusive practice
- handle the admission of pupils with SEN positively and sensitively
- ensure appropriate support is in place
- ensure effective monitoring of policy and plans
- ensure effective assessment
- work collaboratively with external agencies
- recognise that we are all responsible for effective inclusion
- recognise the importance of professional development

At Longton Lane Primary School we believe that:

- Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential.
- Every human being is unique in terms of characteristics, interests, abilities, motivation and learning needs.
- We may need to modify the way we teach and the curriculum we deliver to account for these wide diversities.
- Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.
- The current climate at Longton Lane is one that supports effective inclusion.

At Longton Lane we recognise arguments for and against inclusion and appreciate that inclusion is not a simple concept restricted to matters related to including special needs children.

We recognise that:

- The inclusion of some children is impractical
- The inclusion of some children would be so demanding on resources that it would be beyond what was reasonable.
- The school population as a whole will benefit from inclusion, learning through and about disability.
- Inclusion is seen as a process not a fixed state and this evolution requires planning.
- That inclusion is a lifelong issue and we have a duty to work with others to promote a positive image of inclusion. Links with high school are particularly important.
- We must also endeavour to work with other professionals with greater expertise.

KEY PRINCIPLES OF INCLUSION AT LONGTON LANE PRIMARY SCHOOL

Children present a rich and diverse range of strengths, skills and needs, but all are educable and our responsibility.

All children are entitled to receive, alongside their peers, a broad, balanced and relevant curriculum.

We will treat all children and their parents with the utmost respect.

We will be flexible in our approach to meet the needs of all individuals.

We will work closely with other agencies to ensure systems are appropriate and individual needs are met.

We will encourage all children to understand the principle of inclusion in the belief that we should accept some responsibility for the principles extension into society.

Continuing Professional Development is a key issue. We must develop existing skills and learn and introduce new ones. All staff will need to feel supported throughout this process and have access to a range of courses, advice and resources.

Recognise that inclusion is part of the school's equal opportunities policy and as such will need monitoring and appropriate funding. All policies must take account of inclusive principle.

Recognise that inclusion requires appropriate in class support from appropriately trained staff.

General Equality and Diversity Statement

Longton Lane Primary School is guided by a clear vision and set of aims, one of which is equality. We are committed to eliminating unlawful discrimination and promoting equality of opportunity for all. We are determined to do everything we can to make sure that learners are treated fairly and that everyone has equal access to the services provided by the school.

We believe that all learners should have equal access to the curriculum and this will be achieved by:

- All learners having access to the curriculum through the use of specialist equipment, resources, teaching and learning strategies and activities based on individual need.
- Specific learning and teaching strategies being used to maximise access to the curriculum for learners within identified cohorts and those with barriers to learning.
- Teaching and learning strategies, resources and planning that aim to reflect our multicultural society.

Signed / Date.....For the Governing Body

Signed / Date..... Headteacher

Reviewed by Governors

Next review due: