



Holmer Green Senior School

## Inclusion Policy

January 16

## **Holmer Green Senior School**

### **Inclusion Policy**

Holmer Green Senior School values the individuality of all students. We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs and by offering a broad and balanced curriculum. The achievements, attitudes and physical and emotional wellbeing of all our students matter. This policy helps to ensure that this school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, sexual orientation, disability, gender or background. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

#### **Aims**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. We actively follow the Every Child Matters agenda. This means that equality of opportunity must be a reality for our students, made so through the attention we pay to the individual student and groups of students within our school:

- girls and boys
- minority, ethnic and faith groups
- students who need support to learn English as an additional language
- students with special educational needs
- able, gifted and talented students
- students who are pupil premium
- students who are at risk of disaffection or exclusion
- travellers
- asylum seekers.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of students. We meet these needs through:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of students

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our students achieve their best?
- Are there differences in the achievement of different groups of students?
- What are we doing for those students who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting British Values, racial harmony and preparing students to live in a diverse society?

#### **Teaching and Learning Styles**

We aim to give all our students the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving as much as they can. We also make ongoing assessments of each student's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their students.

When teacher assessment or external data indicates that the attainment of a student falls significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs. Where the attainment of a student significantly exceeds the expected level of attainment, teachers use materials which will extend and challenge the student, in keeping with the tenets of the Challenge Award.

Teachers strive to ensure that all students:

- feel secure in knowing that their social and emotional needs will be taken into account
- appreciate and value the differences they see in others
- take responsibility for their own actions
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- participate fully, regardless of disabilities or medical needs.

### **Inclusion and Racism**

The diversity of our society is addressed through our schemes of work, which reflect our PSHCE programme. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents of those students involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

### **Summary**

**In our school we value each student as a unique individual. We will strive to meet the needs of all our students and seek to ensure that we meet all statutory requirements related to matters of inclusion.**

Policy ratified: March 2016  
To be reviewed: March 2018