**Towngate Primary Academy Inclusion Policy**

Introduction

Towngate Primary Academy values the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for **ALL** our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our school promotes the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to make our school a place where every member of the school community wants to come and where they feel valued and secure; a place where children are excited about learning and are given the opportunities to fulfil their potential.

Legal Framework

The equality act 2010, Special Educational Needs and Disability Act 2014 and the national curriculum place a statutory duty on schools to promote full inclusion.

Statement of Policy

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 pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the detailed attention that we pay to the different groups of children that we could encounter within our school:

• Girls and boys;

• Minority ethnic faith groups;

• Looked after children;

* Pupils who are young carers
* Pupils with poor attendance

• Pupils who join the school at times other than normal;

 • Free School meals children (whether claiming or not);

• Children who need support to learn English as an additional language;

• Children with special educational needs or disabilities;

• Able, gifted and talented children;

• Children who are at risk of disaffection or exclusion;

• Travellers;

• Asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

• Setting suitable learning challenges;

 • Responding to children’s diverse learning needs;

 • Overcoming potential barriers to learning and assessment for individuals and groups of pupils;

• Providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language).

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

- Do all our children achieve their best?

 - Are there differences in the achievement of different groups of children?

 - What are we doing for those children who we know are not achieving their best?

- Are our actions effective? How do we know?

- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Roles and Responsibilities

At Towngate Primary Academy Governors and staff have a responsibility to promote inclusion. It is important that all children be treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption. All children have a right to respect and have individual help from their teachers and other staff. All children should have access to all aspects of the Curriculum. The well-being of all children is fostered, and children are given extra support when experiencing difficulties. The Governing Body has: appointed a member of staff to be responsible for Inclusion; delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy; responsibility for ensuring the following policies are in place, kept up to date and effectively implemented:

* [**IPMAT Equality and Diversity Policy**](http://towngateacademy.co.uk/sitetemplate/towngate/uploads/Policy%20Documents/MAT%20Policies/IPMAT%20Equality%20and%20Diversity%20Policy%20Sept%2017.pdf)
* Disability Equality Scheme and Disability Accessibility Plan for pupils.
* SEND policy

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child’s work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, the teachers and SENCO work closely with these specialists to support the child. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the LA. The school’s governor with responsibility for SEND would also be closely involved in the process. We would ensure that every effort had been made to provide the necessary support from within the school’s resources before considering such action.

Admissions Policy

At Towngate Primary Academy, we recognise the rights of all pupils to be educated in mainstream settings as set out in the Special Educational Needs and Disability Act 2014. The school follows the L.E.A. school admissions policy, copies of which are included in the school prospectus. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEN, gender, race, culture, language, religion, and social background. All our pupils have equal access to a broad and balanced curriculum. It is our intention to provide individualised opportunities and resources in an environment, which meets the needs of individual children

Summary

At Towngate Primary Academy, we value each child as a unique individual. Our passion will always be to continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. We want **ALL** our children to achieve and reach the potential they are capable of! This is our vision.

Sharon Lockett

SENDCO

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