

LANGLEY SCHOOL

INCLUSION POLICY

Langley is committed to valuing the individuality of all our pupils. We give all our pupils every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background and that they have a common curriculum experience.

Langley believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupil's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

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.

Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging, enjoyable and successful
- Provide equality of educational opportunity
- Engender a culture of tolerance, acceptance and mutual respect where all are valued

Objectives

The school will:

- Ensure implementation of government and LA inclusion recommendations
- Ensure the school's inclusion policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise, value and celebrate pupils' achievements, however small
- Work in partnership with parents / carers in supporting their child's education
- Guide and support all staff, governors and parents in inclusion issues

Inclusive Education Practice in School

Birmingham City Council Education Service has developed 'Standards for Inclusion'. It consists of 28 key issues against which schools audit their practice. Langley has

'established' inclusive practices and is 'advanced' in many key areas such as Leadership (Standard 1) and Creating the Environment (Standards 9 and 12).

Due to Langley's co-location with Coppice Primary School all pupils are educated within an inclusive environment which includes opportunities for:

- Individual pupils to participate in lessons with their peers within Coppice where appropriate
- Whole class Langley and Coppice activities
- Joint Langley and Coppice Schools activities.

Conclusion

Inclusion can provide valuable opportunities for staff, children, parents and governors, enabling the sharing of positive experiences. This is a view which is upheld through Birmingham's SEN Strategy and one which Langley School actively support.

Associated Policies:

- Equality and Diversity Policy and Scheme
- Community Cohesion
- SEN
- Behaviour
- Child Protection
- Safeguarding
- Education Visits
- Curriculum

Reviewed May 2016