



PHILIPS HIGH SCHOOL INCLUSION POLICY

General Statement

This school believes that every pupil has an entitlement to develop their potential to the full. This school recognises it is everyone's right and responsibility to ensure that all taught in the school have access to a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities.

Aims

The school aims to:

- Assist pupils to develop their personality, skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equal quality of educational opportunity irrespective of individual differences and at the same time recognising that what is provided may at times be different according to their needs.

Objectives

- Ensure implementation of Government and LA inclusion recommendations.
- Ensure that this Policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is addressed and eradicated through an approach which emphasises mutual respect and understanding in the first instance.
- Identify and hopefully deal with barriers to learning and participation while making appropriate provision to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise value and celebrate pupils' achievements however great or small, both on an individual and wider level.
- Work in partnership with parents/carers and support in their children's education.
- Guide and support all school staff, governors and parents in inclusion issues.

Condition of Inclusion

Inclusion is an ongoing process that celebrates and encourages diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by pupils irrespective of age, ability, gender, ethnicity, language and social background (including children such as 'Travellers', 'Looked After Children' etc) and the maximising of resources to reduce these barriers.

Coordinating Inclusion

The Headteacher and the Senior Leadership Team are responsible for this. As such, the Headteacher will report to the Governing Body on the following aspects of the Policy:

- Effectiveness.
- Monitor and assess inclusive provision.
- Identify barriers to learning.
- Seek and provide advice for staff regarding appropriate strategies.
- Ensure that inclusive expertise is shared.
- Support the professional development of classroom teachers and assistants.
- Acquire appropriate resources.
- Ensure that pupil progress is monitored.
- Ensure there is effective liaison with parents.
- Ensure that cross-phase/cross-school transition and external specialist provision are effectively coordinated.

Inclusive and Specialist Provision

Readers of this Policy should refer to the school's Special Educational Needs Policy and SEN information report, in respect of this and in particular, issues to do with ability, mobility etc. This Policy embraces all issues to do with practice in respect of this matter.