

MARLBOROUGH ROAD ACADEMY

INCLUSION POLICY

At Marlborough Road Academy we believe Educational Inclusion is about all pupils being respected, valued and participating as equal members of the community so that effective learning, can take place. Inclusion will therefore improve the life chances of all children especially those who may be disadvantaged or vulnerable. Inclusion at Marlborough Road Academy relates to all aspects of school life not just the academic curriculum but in all school events and parent participation.

Marlborough Road Academy vision for Inclusion

Increase the participation of all children in education and raise the achievement and attainment levels of all.

Enable the diversity of Marlborough Road Academy to enrich the experience and education of all children.

The values and attitudes learnt in school, will lay the foundations for a lifelong understanding of and empathy with the wider community.

All children at Marlborough Road Academy, irrespective of age, gender, ethnicity, sexuality, physical, mental or educational needs have an entitlement to:

- Learn in a safe, secure environment.
- Be valued and respected by all staff as equal members of the learning community.
- Have their learning needs identified and assessed as early as possible and met promptly.
- Have barriers to their inclusion, participation and belonging identified, understood and removed.
- Have access to educational experiences that enable them to fulfil their potential as learners and as citizens within the community.
- Have access to specialized services or provisions that are flexible and that provide the best opportunities to meet their individual needs including access to multi-disciplinary services.
- Allow them to participate in decision making, planning and review of their educational progress.
- Benefit from parents/carers involvement with professionals in the planning and delivering of their provision.
- Learn to be responsive to the needs and abilities of others and society as a whole.
- Children may come from a wide range of cultural and religious backgrounds and many may have additional educational needs resulting from personal circumstances, such as children with English as an additional language, those seeking refuge and asylum, those with special educational needs and/or disabilities. Many pupils have multiple needs.

Educational inclusion is about all pupils, but some groups need specific attention to ensure their inclusion.

These groups are:

- Minority ethnic & faith groups
- Travellers
- Asylum seekers
- those with English as an additional language
- Pupils with behavioural difficulties and those at risk of exclusion and disaffection.
- Under achieving children due to lifestyle.
- Pupils with a range of special educational needs.
- Children in public care
- Gifted and talented pupils from all groups

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- Other pupils which are at risk of significant harm i.e., families under stress.

Experiencing success and achieving as high a standard as possible is more challenging for these pupils.

Aims

Marlborough Road Academy ensures policies and practices are in place so they are aware of these pupils and there is an understanding within the school the broader meaning of inclusion so they can take steps to ensure that they are not at risk of underachievement because they cannot access or benefit from opportunities school can provide. Marlborough Road Academy aims to promote a fully inclusive ethos and actively promote inclusion.

- Recognizing the links between inclusive education and catering for diversity. This means promoting a whole strong exclusive school ethos that values all children and their families by promoting respect, understanding and the celebration of diversity — challenging discrimination and prejudice.
- Fostering a climate that supports a flexible and creative response to the individual needs.
- Ensuring that all school development policies and practices take account of inclusive principles.
- Ensuring that all pupils with SEND be handled positively and sensitively.
- Seeking additional advice and support to ensure that children’s needs are adequately met
- Ensure that all children and their parents are made to feel welcome.
- Ensure that appropriate assessment and support arrangements are in place both within the school and including external agencies in order for children’s needs to be suitably addressed.
- A range of initiatives to support the curriculum for example extra-curricular groups, mentoring programme and homework club.
- System for review and evaluation of inclusive practices in order to achieve continuous improvement.

DOCUMENT STATUS

| Version | Date | Action |
|---------|----------------|----------------|
| 1 | September 2012 | Reviewed SENCo |
| 2 | January 2014 | Reviewed SENCo |
| 3 | January 2016 | Reviewed SENCo |
| 4 | January 2018 | Reviewed SENCo |
| 5 | January 2020 | Reviewed SENCo |
| 6 | January 2022 | Reviewed SENCo |