

Last Review	February 2019
Next Review	February 2020
Frequency	Annually

Inclusion Policy

General Policy Statement

At Milton School we provide a safe, secure, caring environment where everyone is valued and respected equally. We provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Principles

Milton School believes that: Inclusion is a process not a state

- all children have an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning
- every child is unique in terms of characteristics, interests, abilities, motivation and learning needs
- educational systems should be designed to take into account these wide diversities
- those pupils with exceptional learning needs and/or disabilities should have access to high quality and appropriate education

Children that learn together learn to live together

Philosophy

Our view is that inclusion is not just a simple concept, restricted to issues around giving children a placement in another school. We feel that its definition has to take into consideration much broader notions of educational access and to recognise the importance of addressing and supporting diverse needs. Integration opportunities for our pupils should be based on their own individual needs which may not be centred around academic subject criteria. They may be based around social aspects of their balanced curriculum. We recognize Inclusion as part of the school's Equal Opportunities policy with clear arrangements for its implementation, funding and monitoring. Increasing community inclusion links is one of our important

goals. However, they will not develop spontaneously and need to be actively planned, promoted, monitored and reviewed.

In addition to some pupils from our school joining activities in local Colleges. All pupils and their support staff are welcomed and included in school life. Inclusion depends on partnership with pupils and their parents/carers in order to meet the child's individual needs. We need to involve all the teachers in the schools concerned in the development of our inclusive approach. Inclusion requires both extension of the application of existing skills and the development of new ones. All staff need to feel supported through this process and have access to a range of advice and resources.

Criteria for Inclusion Opportunities

- the pupil's needs
- match the pupil's needs against a set of potential benefits, e
- discuss why a child is not included

Aims of Inclusion Opportunities Curriculum

- access to alternative curriculum areas
- access to different teaching and learning styles and approaches
- meeting specific objectives in the child's Statement and EHCP
- re-enforcing current curriculum areas in different contexts

Resources

- access to an alternative range of equipment and resources
- access to resources in a broader context
- working with mainstream peers and in some cases children in their own catchment area
- access to perhaps a more challenging learning environments eg. College.

Personal and Social

- opportunities to work and practice social skills in a wider context
- enhancement of language and communication skills
- enhancement of inter-personal and social skills in a broader context
- enhancement of confidence and self esteem
- Equal Opportunities
- whenever possible establishing inclusion opportunities within the pupils' their local community
- encourages parental contact with their local school and community
- encourages involvement in the culture of the local community

Staff

- opportunities for discussion. Planning, reviewing, negotiating with mainstream and special school colleagues
- first hand opportunities for observation of mainstream and special school children
- comparing practice and monitoring and evaluating practice
- collecting new ideas
- personal Development opportunities

Practice

Inclusion is a journey.

Prior to the child being involved in the inclusion opportunities the following steps are taken:

- general discussion with the parents/carers
- identification of pupil' needs
- identifying the link school/college/Respite
- initial contact with the establishment
 - head of the host establishment discussed the inclusion link with the staff
- link established – a named person responsible on both sites
 - what is available
- balance of curricular needs/requirements
 - timetables
- logistics – transport, host building, length of visit etc
 - feedback progress to parents/carers
- review date discussed re the progress