

Last Review	March 2021
Next Review	March 2022
Frequency	Annually
Chair of Governors	Mr Dave Wilkinson

Inclusion

Milton School

Statement of intent

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Statement of intent

Milton School values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination. We provide a safe, secure and caring environment everyone is valued and respected equally.

National legislation re disabilities, race relations, and special educational 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.

The ultimate purpose of inclusion is to enable pupils to flourish in adult life. **Milton School** aims to increase the level and quality of inclusion within school, while protecting and enhancing specialist provision for those who need it.

Signed by:

_____	Principal	Date:	_____
_____	Chair of governors	Date:	_____

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015

This policy will be implemented in conjunction with the following other school policies:

- **Equal Opportunities Policy**
- **Equality Policy**
- **Behaviour Policy**
- **Pupil Premium Policy**
- **Anti-Bullying Policy**
- **Whole School Curriculum Policy**

2. Roles and responsibilities

The **governing board** will ensure that inclusion provision is of a high standard and will evaluate **termly**.

The **Principal** will ensure that the management of inclusion remains consistent and effective, providing regular reports to the governing board.

Teaching staff will regularly evaluate pupils' progress and liaise with **Assistant Principals**.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

3. Aims and objectives.

Milton School aims to be an inclusive school. We actively seek to increase the level and quality of inclusion within our school, while protecting and improving specialist provision for those who need it.

Taking into account pupils' experiences and needs, we form strong partnerships with parents, the LA and external agencies, such as health and social care services, CAMHS, Early Help and offer a broad and balanced curriculum to ensure that all pupils have every opportunity to achieve their potential in learning.

Milton School believes that, Inclusion is a process not a state and every child is unique in terms of characteristics, interests, abilities, motivation and learning needs. That our school educational offer is designed to take into account these wide diversities and that those pupils with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.

Milton School has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, or other members of the school community because of the following:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Pregnancy or maternity
- Being adopted or permanently placed

Milton School will make every effort to meet the learning needs of all pupils without excluding them from the curriculum within school.

4. Planning and teaching

Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.

Teachers will ensure that all teaching assistants have access to relevant planning so they can support pupils appropriately.

Specific action will be taken to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Meeting specific objectives in the pupils EHCP
- Ensuring they are motivated.
- Liaising with link schools to provide off-site education at mainstream settings if/where appropriate.
- Using different teaching and learning style and approaches
- Access to alternative curriculum areas
- Re-enforcing current curriculum areas in different contexts.
- Using appropriate assessment approaches, such as teacher observations.
- Setting targets that are achievable and positive for individual pupils.
- Developing positive relationships with pupils.
- Setting appropriate learning challenges.
- Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of pupils.

Lesson plans will vary to meet the needs of individual pupils and pupil groups.

Lessons for pupils who are identified as gifted and talented will include:

- Tasks which demand higher thinking skills.
- Access to advanced resources or materials that support the level of challenge.
- Opportunity to access mainstream education for identified subjects e.g Swinton Academy , Dearne Valley College
- Fast-paced challenges that will motivate pupils.
- Creative learning tasks which encourage pupils to make judgements.

- The opportunity to take risks in an organised exercise, to learn from failures and work collaboratively.
- Authentic tasks with the opportunity for choice and personalisation.

Lessons including pupils with EAL will include:

- Access to dual language texts, posters and displays.
- Working collaboratively with other pupils, both with EAL and those whose first language is English.
- Access to word banks.
- Opportunities for visual literacy techniques.
- Opportunities for discussions and co-operative learning.
- Promoting and celebrating diversity whilst avoiding stereotyping.
- Planned learning opportunities which reflect the backgrounds of pupils in the class.

Milton School understands that such learning experiences will benefit all pupils however they will not develop spontaneously and need to be actively planned, promoted, monitored, and reviewed. Inclusion requires both extension of existing skills and the development of new ones.

Milton School will use an inclusive model of provision that provides all pupils with the opportunity to participate in lessons and in the wider community.

Milton School will encourage all pupils to understand what behaviour is expected in different circumstances and environments.

5. Pupils

We aim to ensure equal opportunity for all pupils who attend **Milton School**. It is the teacher's responsibility to inform the **Principal** of any concerns regarding an individual's learning.

Examples of different teaching and learning strategies to help all pupils access

Curriculum:

- Adapted learning objectives and success criteria to meet their abilities.
- Adapted print texts.
- Hands-on equipment, such as tactile equipment relating to shapes in maths lessons.
- Multi-sensory learning opportunities.
- Additional support from staff members, where possible.
- Additional visual cues.
- Adapted homework

Personal and Social

- Opportunities to work and practice social skills in a wider context
- Enhancement of language and communication skills
- The development of inter-personal and social skills in a broader context
- Supporting the enhancement and building of confidence and self-esteem
- Establishing inclusion opportunities within the pupils local community , to develop parental contact and involvement of the culture of the local community

Milton School is committed to delivering an environment that provides pupils with full access to all areas of learning.

Teachers will ensure that pupils have the same opportunities to develop skills in practical aspects of the curriculum.

Teachers will take into account the learning pace of all pupils.

Work will be adapted and alternative activities in subjects will be provided where pupils are unable to operate certain tools or equipment where possible.

Pupils will have opportunities to take part in educational visits and activities related to their studies. If a pupil's disability prevents them from attending particular trips, the school will do their best to make reasonable adjustments to ensure the pupil can participate in as many of the activities as possible.

Approaches that allow pupils with visual impairments to access the curriculum will be enforced; for example, the use of visual resources.

6. Monitoring and review

Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy.

All staff will be notified of any changes made to this policy.