

Minsterley Primary school

Inclusion Policy

**Reviewed by the Governing Body October 2025.
To be reviewed October 2027.**

Rationale

All members of Minsterley Primary School have an entitlement to be included in all aspects of school life. The three principles – creating inclusive cultures, producing inclusive policies and evolving inclusive practices ensures quality experiences for all pupils, staff, volunteer helpers, parents/carers and governors, which foster mutually sustaining relationships.

Purposes

- To provide a broad and balanced curriculum for all pupils
- To provide effective learning opportunities for all pupils which are relevant and challenging
- To provide differentiated programmes of study suited to all pupils' needs
- To set high expectations
- To create effective learning environments
- To secure motivation and concentration
- To provide equality of opportunity through teaching approaches
- To use appropriate assessment approaches
- To set targets for learning
- To enable all pupils to participate effectively in the curriculum and assessment activities
- To minimise barriers to learning and participation
- To ensure everyone's contribution is valued

Guidelines

1. All members of Minsterley School will be provided with opportunities to develop personally and in their relationships with others and to develop each child's full potential as a person and a learner.
2. All pupils will be treated with respect and care.
3. All children will be taught the skills and routines to become successful learners.
4. Interpersonal skills will be addressed through the PSHE curriculum.
5. Teachers' planning will take account of the pupil's full range of needs.

6. Stimulating and relevant lessons will be planned for all pupils and learning objectives will be shared with all pupils to enhance the success of teaching and learning.
7. Training opportunities will be available to all staff to develop inclusion strategies.
8. The Central Support Services will be contacted and consulted for advice and guidance when necessary.
9. All staff and governors should be aware of equal opportunities legislation that covers race, gender and disabilities.
10. A Disability Access Plan is in place to enable access to learning, the curriculum and the physical environment for all.
11. The school will endeavour to promote community cohesion by developing links with as many sectors of the community as practicable.

Monitoring and Evaluation

- Information records concerning planning, teaching and learning will be monitored by the Headteacher and relevant co-ordinators to ensure the inclusion policy is fulfilled.
- This policy will be evaluated and reviewed by staff every 3 years.

Conclusion

This policy should be read in conjunction with the school's policies for SEN, Behaviour, Discipline and Anti-Bullying, Equal Opportunities and Disability Access Plan.