



## **Drayton CE Junior School** **Inclusion Policy**

*'the purpose of education for all children is the same, the goals are the same, but the help that individual children need in progressing may be different.'* (Warnock Report)

At Drayton CE Junior School we aim to include all pupils, to provide access to a broad and relevant curriculum that includes the National Curriculum. We aim to include all pupils with individual needs that live within the School's designated area. This will include those with learning difficulties, emotional and behavioural difficulties, those who are gifted or talented, and those with physical disabilities. Inclusion differs from integration in that the pupil and the school must move to meet the needs of each other, rather than the pupil adapting to the requirements of the school.

The policy of inclusion is a genuine attempt to tackle equal opportunities by challenging stereotypes and confronting prejudice. Amongst all pupils it creates an awareness of special needs and disability in the context of the familiar rather than something that happens in other places. It leads to a greater awareness of personal and social responsibility and fosters a climate of achievement where everyone is prepared to accept and tackle challenges.

It is our belief that successful inclusion relies on absolute respect for the needs of all individuals, devising support structures that do not compromise the needs of the majority.

The aim is that inclusion is total with only essential concessions being made.

Including pupils with special needs often have significant resource implications. The school endeavours to provide all necessary resources from its own budgets and will attempt to access any additional funding available to meet the needs of its pupils.

A successful inclusion programme provides the right to a normal life for all members of the school community. All pupils have responsibilities. Specially included pupils must be prepared to accept their responsibilities. They will have to work with increasing independence in a supportive environment. Targets will be set and work towards them monitored.

The Individual Education Plan (IEP) is a vital tool in the administration of an inclusion policy. (See Special Educational Needs Policy).

The inclusion of pupils with special needs or disabilities does not compromise the right of all pupils to learn in an environment that is safe and happy. (See Home-School Agreement and Pupil Behaviour and Discipline Policy).

### **Associated Policies:**

Aims

Special Educational Needs Policy

Pupil Behaviour and Discipline Policy

Home-School Agreement