

INCLUSION

Statement on Inclusion

We at Sir Harry Smith Community College feel the following may be seen as common principles for inclusion, which can be applied across various educational settings:

1. Valuing Diversity

All children are educable and are the responsibility of the education service. They should be equally valued whether or not they have SEN. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

2. Entitlement

Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.

3. Dignity

All children and their parents are entitled to be treated with respect and to have their views taken into account.

4. Individual Needs

The development of inclusive practice overall should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs and to accommodate their diversity.

5. Planning

All educational and inter-agency planning should be based on inclusive principles. Inclusion requires on-going strategic planning at both system and individual pupil level.

6. Collective Responsibility

The principle of inclusion extends into society as a whole. Within schools, local authorities and government departments, it should therefore be an issue for all staff rather than the exclusive responsibility of a particular group or individuals.

7. Professional Development

Inclusion requires both extension of the application of existing skills and the development of new ones. All staff will need to feel supported through this process and have access to a range of advice, training and resources.

8. Equal Opportunities

There is a potential tension between an emphasis on those standards which lead to excellence and the pursuit of inclusion. Whilst the two are not always incompatible, it is essential that the tension is recognised and that account is taken of all pupils' needs, without discrimination, in planning educational provision.

DfES Social Inclusion Circulars 10/99 and 11/99 place a duty of care on schools and LAs to try and prevent student disaffection and offer guidance to assist schools in carrying out a range of pastoral functions with respect to those students most at risk. Our aim is to adopt a pro-active approach, based upon early intervention, rewarding achievement, supporting behaviour, involving students and parents and identifying underlying causes to disaffection. It is important to reflect that many problems at schools can be traced to other factors, both inside and outside education, and therefore should not be seen in isolation.