



Policy for:

Inclusion

Date Written: March 2014

Date Reviewed: March 2022

Next Review Date: March 2025

Governor Responsible for: Mr R Curry

Headteacher: Mrs Penny Derries

Inclusion Policy

Rationale

All learners have equal opportunities to participate within all areas of the curriculum and to experience a wide range of activities both within and outside curriculum time.

Aim

Opportunities are provided for all learners to participate in a wide range of learning experiences which are both structured within lessons and are more informal within social settings which are accessible and include everyone, by being appropriately individualised with regard to: age, needs, choices, gender, gender identity, sexual orientation, race, religion or faith.

Objectives

- ❑ Our school recognises and fulfils all statutory requirements.
- ❑ Considers all learners individual needs and interests.
- ❑ Provides all learners with opportunities to further develop experiences both within school and with activities in their local community.
- ❑ All learners safety and welfare is central to all planning and decisions taken.
- ❑ Every learner has the right to feel safe, secure and comfortable without threat to their emotional well being.
- ❑ Learners are encouraged to extend their comfort zones and persevere with new challenges, developing their emotional strength, confidence, self-worth, determination and resilience. However our approach to entitlement and personal growth is balanced and does not mean that learners participate in activities which cause them undue distress or discomfort.
- ❑ All staff must adhere at all times to Health and Safety policies and guidelines. For example 'Manual Handling', lifting may provide access to an activity for a learner but may cause physical harm to an adult and may also put the learner at risk.
- ❑ To actively seek out ways to enable the participation and inclusion of all learners as equal members of our 'Whole School Community' and within our 'Local Community'. Some examples of access to specific activities we plan and provide for is through:-

Swimming	-hydrotherapy
Music	-sound beam, percussion
Listening Skills	-feeling vibrations
Communication skills	-interactions, gestures, signing, emotions speech therapy
Physical Education	-soft play, physiotherapy, individualised physical activity, massage, aromatherapy
Library	-interactive sensory books
Information Communications Technology	-range of specialist hard and soft ware
History/Geography	-environmental visits, mini- bus tail lifts
Science	-light works and sensory lessons
Food Technology	-cookery and use of switches

- ❑ Co-active and hand over hand support enables learners to access and participate in most activities, please refer in particular to part two of our Learning Policy.
- ❑ To develop the interaction between our learners and members of the wider community that we live and work in.

Cross Policy Links

- ❑ To all curricular and general school policies especially our Teaching and Learning Policy.
- ❑ Health and Safety Policies

Our Agreed Definitions of:-

Social Integration - learners share the same experiences for example visiting each others Christmas productions, going on environmental visits together, joining each other for lunch and break times and sharing special celebrations, which can be within either The Grove School or one of our local mainstream schools.

Functional Integration - learners attend lessons and learn together. Whilst the content may be differentiated it is accessible and meaningful for all the pupils. Learners are usually supported by Teaching Assistants who enable their access to the curriculum. Learners are encouraged to choose lessons they would like to participate in, based upon their interests and curriculum strengths.

Community Integration - Learners enjoy a range of opportunities to learn from experiences and specific lessons within our local community, examples of which includes:-

- ❑ PE lessons timetabled weekly using the sports hall in the local Swan Centre.
- ❑ Riding lessons weekly, over most of the academic year, at the indoor riding school at Etal.
- ❑ Environmentally based lessons, which have multiple cross-curricular relevance and develop a greater awareness and understanding of cultural diversity within today's society. We optimise the impact of experiential learning by visiting a variety of locations, using the school mini-bus, including the beach, farms, parks, museums, churches, places of worship, libraries, the countryside and town trails.
- ❑ Lessons specifically aimed to develop social and personal skills and which provide opportunities to shop, find specific items, visit a café, choose from the menu and use money.
- ❑ Work experience in a range of venues, which is supported by Northumberland Careers Guidance, based upon each learner's specific interests.
- ❑ Joint working with community groups, such as The Chain Bridge Trust etc

A copy of this and all other policies is available from Mrs Penny Derries, Headteacher by contacting Mrs Lorna Stevenson, School Office Manager.

Policy reviewed:- April 2020

Policy reviewed:- March 2022

Penny Derries
Headteacher

Bob Curry
Chair of Governors

Next date for review:- March 2025