



OSMASTON PRIMARY SCHOOL INCLUSION STATEMENT

Osmaston Primary School is committed to an inclusive ethos which values the achievements of all children and believes that every child is able to make a contribution to school life. All staff recognise that inclusion is a process of development and not a fixed state as it involves an ongoing review of policies and practices so that we can respond to the diverse needs of all pupils in our local community.

This Inclusion Statement sets out how our inclusive philosophy guides our practice. It is supported by separate policies for: Child Protection, Disability Equality, Equal Opportunities, Attendance and Special Educational Needs.. These policies set out in more detail the particular approaches and procedures used in each area and how our inclusive principles are translated into practice.

All staff at Osmaston Primary School utilise the Inclusion Development Programme to understand inclusive practice and raise their awareness and confidence in meeting the needs of children with different types of special educational needs. Staff are becoming more confident in developing strategic approaches and responses to meet the diverse needs of individual children.

We acknowledge the key principles of Inclusion:

- **Valuing Diversity**

All children are equally valued. They present a rich and diverse range of strengths and needs which are recognised and regarded positively.

- **Entitlement**

All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.

- **Participation**

All children and their parents are treated with respect and are actively encouraged to make their views known so that these can be taken into account.

- **Individual Needs**

A range of flexible responses is used to meet the needs of individual children and to accommodate diversity. These responses include facilities provided through inter-agency arrangements.

- **Collective Responsibility**

Inclusion is the responsibility of all staff.

- **Professional Development**

Inclusion requires staff to utilise existing skills and develop new ones. All staff have access to a range of appropriate courses, advice and resources.

- **Equal Opportunities**

All pupils' needs are recognised in planning educational developments.

At Osmaston Primary School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- Ensuring that all school developments and policies take account of inclusive principles.
- Ensuring that the admission of pupils with special educational needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and considering how these may best be overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.