



Harrogate Ladies' College

Inclusion Policy

1. Policy Statement

The Governors, Headmistress, Senior Leadership Team and all staff at Harrogate Ladies' College will ensure that the individual needs of all its pupils, including those with special learning difficulties, physical or social disabilities and different racial and cultural backgrounds are met in full.

At College, inclusion recognises a pupil's rights to a broad, balanced, relevant and challenging curriculum which is appropriate to her individual abilities, talents and personal qualities.

It is the duty of all those who work at College to enact and promote this policy, fostering positive attitudes and commitment to total inclusion for all pupils within the school.

Parents are fully involved in the education of their children and will be informed of special educational provisional needs that are made for them. The needs of future pupils will be anticipated. College celebrates the rich and diverse community spirit which offers fulfilling opportunities for all.

2. Purpose

- This policy underpins all other policies
- The policy ensures that the provisions of the SEN and Disability Act 2001 (senda) and Disability Act 1995, and subsequent Code of Practice, are recognised.
- The policy ensures that the provision of the Race (Amendment) Act 2000 together with the Race Relations Act 1976, and subsequent Codes of Practice, underpin the school's commitment to equal opportunities.
- All monitoring, evaluation and reviewing associated with the School's Improvement Plan reflect total inclusion and the raising of standards for all.
- The focus of social inclusion is on raising attainment for those pupils who are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance. The policy may also be relevant to vulnerable children, including:

- i. Minority ethnic and faith groups
- ii. Children in care/looked after
- iii. Young carers
- iv. Children with mental health needs
- v. Victims of abuse and domestic violence

Pupils with disabilities include those with physical, sensory or mental impairment, and learning difficulties (such as dyslexia) or a diagnosed condition that may relate to behavioural issues such as ADHD or ASD.

3. Guidelines

- It is the duty of everyone to be familiar with the requirements of statutory orders and school policy.
- Accessibility within the school environment will be monitored, evaluated and reviewed, in anticipation of meeting current and future needs.
- The school will provide a pastoral framework, which supports everyone in the school community.
- All curriculum planning will incorporate strategies to differentiate in order to meet the needs of individual pupils. Teaching and learning materials will be reviewed regularly to ensure that they reflect the inclusive ethos of the school.
- School visits will be planned to accommodate the needs of all children and staff involved.
- Staff will promote opportunities to celebrate achievements and the diversity of the school community.
- Parents will be involved in consultation processes and their contributions acknowledged.
- The school will challenge discrimination and victimisation, either direct or indirect at all levels, if and whenever it occurs.
- Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs is essential.

4. Conclusion

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the child centred approach to all that we do to ensure that the needs of each individual are met.