

**ROSEACRE PRIMARY ACADEMY**



**Ethos Statement**

This policy reflects our Academy's ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. We aim to develop children's personal qualities and achievements and are committed to giving all children every opportunity to achieve the highest standards. This policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

**Rationale**

At Roseacre, we recognise a diversity of special educational needs, including learning, social, emotional, social, behavioural and physical and we focus on raising education attainment for all the children in our school. We are committed to meeting the individual needs of each member of the school community.

**This is achieved by:**

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Early intervention – identifying children with barriers to learning and planning to meet their needs;
- Equipping children with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society;
- Promoting the Roseacre values of respect, determination, courage, honesty, tolerance and excellence, to enable children to value themselves and each other;
- Promoting PSHE and Jigsaw lessons throughout school;
- Working in partnership with parents and carers, children and adults in school, governors, outside agencies and the wider community;
- Providing quality CPD opportunities for all staff.

**Roseacre is an inclusive school and offers equality of opportunity and diversity to all groups of children within the academy. These groups include:**

- Boys and girls;
- Individuals from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Individuals who have English as an additional language;
- Individuals who have SEND;
- Individuals who are able, gifted and talented;
- Looked after children;
- PPG children, FSM children;
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

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**Roseacre provides an exciting and engaging curriculum that meets the needs of all children, individuals and groups by:**

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning;
- Setting learning into a context and making it relevant to the learner;
- Providing quality resources to allow access to a rich curriculum.

**Roseacre provide a happy, healthy and safe environment by:**

- Actively promoting the five outcomes of Every Child Matters;
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our children;
- Providing high quality pastoral care, support and guidance, driven by the leadership team;
- Safeguarding the health, safety and welfare of all with linked policies and pastoral support;
- Listening and responding to the concerns of children, parents and staff;
- Taking care to balance the needs of all members of the school community.

**Roseacre secures inclusive education for individuals by constantly reviewing and evaluating what is done. We ask ourselves:**

- Does each person achieve as much as they can?
- Are there differences in the achievements of different groups?
- What is in place for those who are not achieving their potential?
- Are our actions effective? How do we know?
- Is everyone happy to be in school? How do we know?

Roseacre's inclusion policy must be linked to other academy policies: teaching and learning, equality scheme, health and safety, behaviour, anti-bullying, child protection, sex and relationships, racism, special educational needs, able and talented and admissions.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on occasional newsletters and the most up to date policy will be posted on the school web site.

This policy will be reviewed in summer term 2019.

Signed:                                  Anne Marie Walker                                  Inclusion Manager

Date adopted: June 2017