



Inclusion Statement



CONFIDENCE • EQUITY • CURIOSITY

KING RICHARD
SCHOOL

Approved by:	Richard Sproson Headteacher	Date:	February 2020
Last Reviewed:	April 2024	Next Review:	April 2025



King Richard School is committed to being an inclusive school. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and emotional literacy.

Definition

Inclusion is the process of developing flexible systems to support the educational needs of students and young people in their local community. The process is more than a concern about any one group of students, e.g. those with special educational needs. It is about equal opportunities for all students whatever their educational, cultural, emotional, behavioural, spiritual, physical, sensory and social needs. Inclusive practice must also involve and be informed by the needs and aspirations of parents, staff, visitors and the local community.

The key principals of inclusion

The School is committed to the key principles of inclusion below. These principles need to inform the School's policies, planning and practice.

1. Valuing

All students:

- are educable
- should be equally valued
- present a rich and diverse range of strengths and weaknesses
- Inclusion is achieved when this diversity is recognised and regarded positively.

2. Entitlement

Students are entitled to:

- a broad, balanced and relevant curriculum
- appropriate support, advice, differentiation and resources
- a flexible approach to their learning needs



3. Dignity

All students, their parents and School staff are entitled to:

- be treated with respect
- have their views taken into account
- arrangements that protect and enhance their dignity

4. Individual needs

Inclusion should not create a situation where a student's needs are left unmet.

The School needs to:

- teach in a responsive, planned and differentiated way
- have flexible responses
- accommodate diversity
- personalise learning
- make best use of ICT and learning technologies

5. Planning

Inclusion is achieved when barriers to inclusion are overcome.

Planning should be:

- based on inclusive principles
- on-going and strategic
- supporting early intervention

6. Collective Responsibility

Inclusion:

- extends to the local community and, indeed, society as a whole
- is the responsibility of all staff



7. Professional Development

Inclusion requires:

- emotional literacy
- extending existing skills
- developing new skills
- supporting staff
- access to a range of advice and resources

8. Equal Opportunities

Inclusion:

- takes into account all students' needs
- irrespective of ability, race, gender, physical disability, sexual orientation and special needs