



# Fulford School

## Inclusion Policy

Adopted:  
September 2017

Review:  
September 2019

### Definition and Principles

Fulford School aims to be a successful learning community that gives learners the confidence and capability to realise their potential. We believe that all students are of equal value and have articulated, through our vision for the school, the strategies we employ to remove the barriers to learning across and beyond the curriculum to increase participation of all our students.

Inclusion is built on the principle of:

- Acceptance and celebration of human diversity.
- The entitlement of all of our students to receive a broad and balanced curriculum that meets their individual needs; they have a right to achieve success and fulfilment for their potential.

Inclusion is a continuous process of increasing the participation of all our students.

### Practice

This will be achieved by:

- Designing a curriculum to promote a full range of personal, learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents;
- Providing students with opportunities to make an active contribution to developing the school and wider community.

We aim to offer equality of opportunity to all groups of students within school. These groups include:

- Girls and boys.
- Students from minority faiths, ethnicities, travelers.
- Students who have English as an additional language.
- Students who have special educational needs.
- Students who are Able and Talented.
- Students who are Looked After children.

- Students who are eligible for free school meals.
- Students who are at risk of disaffection or exclusion.
- Young carers.
- Students with medical needs.

**Our curriculum design:**

Sets suitable learning challenges:

- Responds to students' diverse learning needs;
- Responds in overcoming potential barriers to learning and assessment;
- Provides opportunities for students to take an active part in school and the wider community.

**Fulford School is a happy, healthy and safe school. We aim to maintain and develop this by:**

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students.
- Providing excellent quality pastoral support and guidance.
- Safeguarding the health, safety and welfare of students.
- Listening and responding to the concerns of staff, students and parents.
- Taking care to balance the needs of all members of the school community.

**We secure inclusive education for our students by reviewing and evaluating what is done, underpinned by the five outcomes of every child matters. This evaluation will focus on the following:**

- Does every student achieve as much as they can?
- Are there differences in the achievements of different groups of students? What is in place for those who are not achieving their potential?
- Are our actions effective?
- Are our students happy to be in school?

The Inclusion Policy is underpinned by a range of Plans and Policies including the following:

School Improvement Plan  
 Special Educational Needs Policy  
 Accessibility Plan  
 Rewards and Sanctions Policy  
 Anti Bullying Policy  
 Admissions Policy  
 Exclusions Policy

All policies within the school, support inclusion and are reflected in school improvement planning.

The practice within Fulford School reflects our inclusive ethos from individual lesson planning, responding to student diversity, to material resources including ICT being used to support learning and participation for all.