



Inclusion Policy Statement

Policy reviewed, updated and ratified by the GB	21st October 2024
Date of next review:	April 2027

INCLUSION POLICY STATEMENT

AIMS

At Northwood School, we pride ourselves on being a fully inclusive school and this is embedded in everything we do. Our core vision and values are underpinned by the strong belief that every student can achieve their full potential and in 'achievement through support'. We offer equality of opportunity to all students and staff within the school regardless of:

- Gender*;
- faith;
- ethnicity;
- social status or circumstances;
- sexual orientation;
- disability;
- special educational needs (including those related to high ability students);
- primary language; or
- any other factor which may lead to a risk of disaffection or exclusion.

Gender questioning*

All students and staff have a responsibility to treat others with dignity and respect, regardless of their gender identity.

- All staff have a responsibility to challenge or report acts of discrimination, bullying, harassment or victimisation relating to gender identity.
- All staff have a responsibility not to disclose or discuss a person's sexual status (i.e lesbian, gay, bisexual or gender questioning) with any third party, without explicit permission from that individual. As such, behaviour will be considered to be harassment and will be dealt with according to the School's Disciplinary Procedure.

The potential of each student, regardless of ability and background, will be achieved within the framework of the following stated aims:

- to promote an atmosphere which encourages the pursuit of excellence;
- to enable each student to develop his/her skills: creative, linguistic, mathematical, scientific, social and physical; and to develop an attitude of enquiry in acquiring these skills;
- to encourage natural curiosity and the desire to learn and embrace new challenges;
- to assist students in overcoming learning difficulties when and where these occur;
- to encourage in the students a sense of self responsibility and also a sense of responsibility to the school and outside community;
- to give all students an awareness of their own worth, a sense of achievement and enjoyment in their own development;
- to provide a caring atmosphere in the school in which stable relationships can be formed;

- to encourage in the students a sense of tolerance, justice and respect for others and a respect for the environment in which we live;
- to develop an awareness of the spiritual interpretations of life, respect for the cultural and moral achievements of all and to awaken a vital response to the arts;
- to develop the growing partnership between home, school and the community;
- to help the school become a focus for community development;
- to prepare young people fully for the world of work, or further study, on leaving school

PRINCIPLES

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This will be 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;
- 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
- ensuring an environment of respect where homophobia, biphobia, gender questioning phobia and sexism are unacceptable

We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students;
- providing high quality pastoral care, support and guidance;
- safeguarding the health, safety and welfare of students;
- listening and responding to the concerns of children 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 by asking ourselves the following questions:

- does each student achieve as much as they can?
- are there differences in the achievements of different groups of students?
- what is in place for students who are not achieving their potential?
- are our actions effective?
- are all our students happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement. We listen to our staff to ensure they have the necessary support and guidance to be happy at work.

All policies within the school support inclusion and are reflected in the school development plan. These include Admissions, Attendance, Behaviour for Learning, 2010 Equality Act and 2015 SEND code of practice. The practice within school reflects our inclusive ethos from individual lesson planning responding to student diversity to material resources being used to support learning and participation for all.

Ratified by the Governing Body: 21st October 2024