

Inclusion Policy

Rationale

ProEd Global School is mandated to uphold comprehensive inclusion, fostering an educational environment that prioritises the academic progress, attitudes, and well-being of all students. Embracing diversity, the school values each child's uniqueness and endeavours to cater to individual needs. The policy aims to create an inclusive space by accommodating various student groups and ensuring equitable access to opportunities and resources.

Purpose

The purpose of this policy is to affirm the commitment of ProEd Global School towards inclusivity and equality. It sets out guidelines to address the diverse needs of students, establish a nurturing and safe environment, and collaborate with stakeholders for holistic support. The policy aims to ensure equal treatment, celebrate diversity, and maximise the learning potential of every student.

Guidelines

1. Aims

At ProEd Global School, all homework set by teachers will be:

- Ensure equality in all provisions for every student.
- Provide places for all students expressing a preference for this school.
- Offer equal learning opportunities for children irrespective of age, special educational needs, ethnicity, attainment, or background.
- Ensure fairness in treatment and address individual student needs.
- Promote the sharing of best practices among schools and ensure compliance with relevant legislation.
- Collaborate with local authorities and the community to enhance and improve inclusivity practices.

2. **Monitoring and Evaluation**

The school will monitor the policy's effectiveness by:

- Setting challenging targets for students.
- Analysing data to ensure all student groups achieve their potential.
- Reviewing exclusion rates, attendance, and participation in school activities.
- Addressing any breaches of the policy and reporting annually, to the Director, on its success and development.

3. **Responsibilities of the Head of School**

The Head of School will:

- Collaborate with the Senior Leadership Team to ensure policy compliance among school personnel, students, and parents.
- Foster a positive school ethos that celebrates individual strengths and addresses needs.
- Establish an effective student tracking system and early identification of individual needs.
- Consult with stakeholders before modifying curriculum for individuals.
- Ensure robust communication and partnerships with parents and external agencies.
- Address incidents of discrimination and provide leadership in fostering equality.
- Monitor, support, and train staff while upholding the policy.

4. **Responsibilities of School Staff and Personnel**

All staff will:

- Implement the policy and differentiate work to meet individual student needs.
- Utilise diverse teaching styles for a balanced curriculum and create a positive classroom environment.
- Track and support students, especially those with special needs.
- Ensure participation and support for disabled, behavioural, English as an Additional Language (EAL) learners, and gifted students, including newcomers.

5. **Responsibilities of Parents/Carers**

Parents/Guardians will:

- Understand and support the policy, collaborating with the school for their children's benefit.
- Participate in periodic feedback surveys and adhere to the school's Code of Conduct for smooth operations.