



## ***Inclusion Policy***

### **Philosophy**

We are fully committed to inclusion at the admission stage and during the whole of a child's school life. However, we are aware that, in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education 'is incompatible with the efficient education of other children'. (SEN Code of Practice. DFE 2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Related Policies**

Accessibility Policy

EAL (English as an Additional Language) Policy

Equality Policy and Single Equality Scheme

Gifted and Talented Children

Looked After Children Policy

Special Educational Needs

### **Aims**

Our schools aim to be inclusive schools. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our schools:

- Girls and boys;
- Ethnic and faith groups;
- Disadvantaged pupils (Pupil Premium);
- Children with English as an additional language;
- Children with special educational needs and disabilities ;
- Looked after children and those adopted from care;
- High achieving children;
- Travellers and asylum seekers;
- Any children who are at risk of disaffection or exclusion;
- Other vulnerable groups

## Objectives

The National Curriculum and Foundation Stage Curriculum (<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other opportunities for learning or development outside the National Curriculum to meet the needs of individuals or groups of children.

## The Organisation of Teaching and Learning

In our schools, the learning and teaching, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of the children in their class.

When the attainment of a child falls significantly below the expected level, their class teachers enable the child to succeed by planning work that is in line with that child's individual needs. For some children, we modify the curriculum and access arrangements to better meet their individual needs. This enables these children to make progress at the level appropriate to them.

If children are absent from school for a significant length of time due to medical needs, Access to Education may provide appropriate home schooling.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the depth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering sex, race, religion or belief, gender, sexual orientation and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

## **Disadvantaged Children**

The Pupil Premium funding was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. The Pupil Premium funding is used to reduce the gap between the achievement of these pupils and their peers.

We closely monitor, evaluate and review the impact of the Pupil Premium funding and ensure that the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and lives. We report the impact of the funding annually.

## **Children with special educational needs and/or disabilities**

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning, including access to the physical environment and opportunities to take part in educational visits.

Teachers modify learning and teaching as appropriate for children with SEND, taking account of their individual needs. Access arrangements are modified as required following statutory guidance.

## **Pupils with English as an Additional Language**

Planning will take account of the pupil's level of understanding and their previous educational experiences. Pupils with EAL are supported by staff inside the classroom and in small groups.

## **Pupils in care and adopted from care**

Looked After Children will have targets set within a personal education plan (PEP). The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews and to work closely with social services and carers. Academic progress will be reported to the governing body.

## **Assessment**

Teachers use assessment techniques that reflect the children's individual needs and abilities. During Statutory Assessments such as the Phonics Screening, and Key Stage 1 and 2 statutory tests, there are some circumstances where pupils may not be entered for the test e.g.

- if the child is working below the level of the tests
- it is impossible to establish whether they are working at the level of the test. This may be the case if a pupil has arrived from a different education system and cannot speak English.
- they are unable to access the test e.g. physical or sensory disability.

In these circumstances the school follows the National Curriculum Assessment and Reporting arrangements booklet <https://www.gov.uk/government/publications/2021-key-stage-1-assessment-and-reporting-arrangements-ara> and discusses this with parents/carers.

**Date Written:** Sept 2021

**Prepared by:** Alison Simpson

**Review date:** Sept 2022