

Christ Church CoE Primary School

School Policy Document



Inclusion POLICY

Date Written by HT	May 2021
Date Approved by Full Governing Body	Summer 2021
<i>Signature of Chair of Governors</i>	
Date of Next Review	Summer 2022

Christ Church CoE Primary School



Inclusion Policy

This policy was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

Learning & Growing Together in FAITH, HOPE & LOVE.

Introduction

We value the individuality of all our children, and their families.

We are committed to giving our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter to all members of staff and the Governing Body.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or social background.

Aims & Objectives

Our school aims to be a **fully inclusive** school.

We actively seek to:

- remove barriers to learning (and participation) that might hinder or exclude individual pupils or groups of pupils, thereby making equality of opportunity a reality for our children
- plan a curriculum that meets the needs of all our pupils, including the specific needs of individuals and groups of children
- set suitable learning challenges for all
- respond appropriately to children's diverse learning needs
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- ensure the achievement and well-being of different groups of children within our school
- ensure that pupils who may have difficulties during the Covid-19 pandemic are supported as appropriate

When thinking about groups of children within the school, we will pay particular attention to the following groups:

- minority ethnic and faith groups
- children who speak English as an additional language
- children with Special Educational Needs
- children who are currently or previously looked after (LAC)
- children from low income families who are entitled to free school meals
- children whose education has been disrupted by illness or breaks in their schooling
- more-able, gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers

We achieve educational inclusion by continually reviewing the attainment and progress of each of the groups listed above, asking these key questions:

- *Do all our children achieve their best?*
- *Are there differences in the achievement of different groups of children?*
- *What are we doing for those groups who are not achieving as well as they should?*
- *Are support strategies and interventions for such groups effective?*
- *Are we successful in promoting social, racial and cultural harmony, and preparing pupils to live in a diverse society?*
- *Have the children had the same 'remote learning' experiences during the 2020-21 pandemic?*

Teaching & Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities and experiences of all their children and to plan appropriate, well-matched learning activities for all.

When the attainment of a child falls significantly below their age-related expectations, teachers enable the child to succeed by planning work that is in-line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and/or depth of work within the area/s for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability (see our **Equality Policy**).

Teachers ensure that all 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
- are taught in groupings that allow them all to experience success
- use learning resources which 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
- participate fully, regardless of disabilities or individual needs

Children with Disabilities

Some children in our school may have disabilities. These may be seen or unseen disabilities.

We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

- The school fully meets the requirements of the Equality Act 2010 in relation to disability discrimination.
- All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with their peers.
- The school is committed to providing an environment that allows disabled children full access to all areas of learning. There is wheelchair access to the school building and all our classroom entrances are wide enough for wheelchair to enter. Our Accessibility Plan identifies how we intend to continue to review and improve the extent to which disabled pupils can take advantage of all that our school has to offer.
- Teachers are able to modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials.
- In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by children with disabilities:

- takes account of their pace of learning and the equipment they may need to use
- takes account of the effort and concentration needed in oral work or when using vision aids, for example
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities
- includes approaches that allow - for example - hearing-impaired children to learn about sound in science/music and visually-impaired children both to learn about light in science, and also to use visual resources and images in art and DT
- is assessed in ways which reflect children's individual needs and abilities

Dis-application & Modification

The school makes every effort to meet the learning needs of all its children. We achieve this through greater differentiation or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists or support services. In such cases, teachers work closely with these specialists to support the child (see our **Special Educational Needs Policy**).

In exceptional circumstances, we may decide that **modification or dis-application** from statutory assessments is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and Nottinghamshire County Council, as well as the SEND Governor. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Inclusion & Racism

The school is aware of the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999), as well as more recent guidance from the DfE and Nottinghamshire County Council.

The diversity of our society is addressed through our rolling programmes and schemes of work.

Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of race or ethnic background.

All racist incidents are investigated by the headteacher, recorded using the NCC recommended format and are reported to the Governing Body.

The school contacts parents or carers of those pupils involved in racist incidents.

Further details are to be found in our **Anti-Bullying Policy**.

Monitoring & Review

This policy will be reviewed by the Headteacher & SENCo / Inclusion Lead on an annual basis, in conjunction with our Equality Policy, published Equality Objectives and Accessibility Plan.