

Inclusion Policy

July 2024

Brington C of E Primary School

1 Introduction

Throughout this policy where reference is made to the 'Head teacher' for the period of academic year 2024-2025 this will be the Acting Executive Head Teacher (Mark Farrell) and where reference is made to the Assistant Head teacher for the period of academic year 2024-2025 this will be the Acting Head of school (Kirsty Baish)

1.1 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of our children 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. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
This policy should be read in conjunction with: SEN Policy, Brington C of E Primary School Local Offer, Pupil Premium Policy.

2 Aims and objectives

2.1 Brington C of E Primary School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

· girls and boys;

· disadvantaged pupils (Free School Meals and Ever6)

· minority ethnic and faith groups;

· children who need support to learn English as an additional language;

· children with special educational needs;

· children with disabilities or medical needs

· deeper learners;

· children who are at risk of disaffection or exclusion;

· travellers;

· asylum seekers.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs 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, recognising these groups may be fluid and responding with flexibility;

· providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves 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 children who we know are not achieving their best?

· are our actions effective?

· are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria.

3 Teaching and learning style

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the head teacher and class teachers set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. Evidence-based interventions are planned for pupils who need support to 'close the gap'.

3.2 When the attainment of a child falls significantly below the expected level, teachers support the child to succeed by planning work that is in line with that child's individual needs. Personal Learning Plans (PLPs) are implemented and targets set at a suitable level.

3.3 Brington C of E Primary School teachers provide quality first wave teaching to ensure all pupils make progress. Regular Pupil Progress Reviews are held to identify and plan for pupils who need extra support.

3.4 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

3.5 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 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;

· participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

4.1 Some children in our school have 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 amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The Brington C of E Primary School Equality Scheme sets out how we put the DDA 2010 in to practice. We set aspirational objectives on our Equality Action Plan to ensure equality for all.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan 2015 identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

4.3 Teachers 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. We ensure disable pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

4.4 Teachers ensure that the work undertaken by disabled children:

· takes account of their pace of learning and the equipment they use;

· takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;

· 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 linked to their studies;

· includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

· uses assessment techniques that reflect their individual needs and abilities. 5 Disapplication and modification

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

5.2 In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

5.3 Should we go ahead with modification or disapplication, we would do so through:

· section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

· section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

· use of the NAA guidelines, updated annually. 6 Inclusion and racism

6.1 The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents. See the Equality Scheme and Action Plan for more details.

7 Summary

7.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

8 Governors

8.1 Our governor for Inclusion is Laura Tate. She meets regularly with the SENDCo to discuss inclusion strategy and the progress of identified groups.

9 Monitoring and review

9.1 This policy is monitored by the governing body, and will be reviewed every year.