



Inclusion Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	Mar 2023	
To be reviewed	Mar 2025	

Queniborough C.E. Primary School Vision Statement

*With **JESUS** at our side, We **ACT** with a sense of right and wrong.*

*We show **LOVE** by being kind to everyone.*

*We **WALK** through each day with modesty in all we do.*

1. Context

Educational Inclusion has a broad scope. It is about equal opportunities for all pupils, regardless of age, gender, ethnicity, background and attainment, including special needs and disability. The government's commitment to educational inclusion is outlined in the National Curriculum and is focused on providing effective learning opportunities for all pupils in schools.

The three principles for inclusion are:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

2. Outcomes

The outcome of the policy is that all children will achieve their full potential and that all members of the school community will take positive steps to ensure that everyone's particular needs are met and they feel fully included in the life of the school. We are committed to giving all our children every opportunity to achieve their highest personal standard.

3. Our Aims for pupils

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: SEND policy, our SEND Local Offer, Equality Policy and Action Plan and Accessibility Plan

Queniborough C.E. School promotes high standards and expectations by working with children to:

- develop lively and enquiring minds so that they acquire knowledge and skills relevant to their needs and the ever changing demands of society;

- extend themselves, intellectually, physically, morally and spiritually;
- achieve their full potential in all areas of the curriculum;
- be able to work independently and collaboratively;
- become sensitive, courteous, confident and responsible citizens;
- enjoy school, become highly motivated learners and have pride in their school.

In order to achieve these aims we will need to ensure that we pay due regard to all aspects of educational inclusion. This means we are sensitive to the needs of all children, including the following groups:

- children with Special Educational Needs
- girls and boys
- disadvantaged children (Free school meals and Ever 6)
- minority ethnic and faith groups
- pupils who need support to learn English as an additional language.
- refugee children
- traveller children
- greater depth pupils
- children from socially and financially disadvantaged backgrounds
- children who are at risk of disaffection or/and exclusion
- looked after children
- sick children and grieving children
- Children with disabilities or medical needs
- gifted and talented children
- asylum seekers

4. Recognising that educational inclusion is central to the School's aims and values, we will need to ensure the following areas contribute to inclusion:

4.1 The quality of teaching and Learning

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)

Quality planning will take into account the learning needs and preferred learning styles of all children. Planning will also ensure effective differentiation and that learning activities will be appropriate for all children irrespective of gender, culture, social background or ability.

Teachers ensure that children;

- feel secure and know that their contributions are valued
- appreciate and value the difference 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 learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, but having regard of disabilities or medical needs

The School's Teaching and Learning Policy clearly identifies good teaching and effective learning for educational inclusion.

4.2 Planning

We aim to give all children the opportunity to succeed and reach the highest level of personal achievement. For some children, we use the programmes of study for earlier year groups. When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level, teachers use material from a later year group or extend the breadth of work within the areas for which the child shows particular aptitude.

4.3 Groupings

Groupings in the classroom can facilitate good learning or can disadvantage children. The School will ensure groupings within the learning situation which develop collaboration and co-operation, ensure boys and girls work together and that all children are included in groups and no one feels left out.

4.4 Teaching and learning

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, we 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. For some children, we use the programmes of study from earlier

key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Individual education plans (IEPs) are implemented and targets set at a suitable level. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

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

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.

4.5 Using data and analysis

Data analysis is important because it enables the progress of particular groups of children (boys, girls, SEND children) to be carefully tracked and enables individual children's performance to be monitored and achievements celebrated and areas for further support identified.

4.6 Celebrating diversity

Although the context of our school is largely mono-cultural, multicultural education offers stimulating and engaging opportunities to prepare children for life in our multicultural, multi-faith and multi-ethnic society. We also need to develop attitudes in children who oppose racism and the social scars it produces. Examples of work in multicultural education can be seen in the curriculum documentation in a range of subjects, such as RE,, Music, Art and English.

4.7 Parents/community involvement

Parents are encouraged to play a full part in the life of the school, they are encouraged to work alongside the children in classrooms, there is a strong Parents' Association, and they contribute to extra curricular activities. Headteacher and teachers establish dialogues with parents and keep them informed through a variety of mechanisms like updates on the weduc newsfeed, parent teacher consultations and constant informal contacts before and after school.

When a child has health needs, we would expect parents to keep school fully informed about any changes in medication and treatment plans.

4.8 Children with Disabilities

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.

We set aspirational objectives on our Equality Action Plan to ensure equality for all.

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 identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

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 disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

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.

4.9 Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in very exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication. 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 agencies to support the child.

5. Monitoring and evaluating the effectiveness of the school's practices in educational inclusion

- inclusion in education involves the processes of increasing the participation of pupils in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of pupils in their locality.
- inclusion is concerned with the learning and participation of all pupils vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as 'having special educational needs'.
- all pupils have a right to an education in their locality.
- diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.
- inclusion is concerned with fostering mutually sustaining relationships between schools and communities.
- inclusion in education is one aspect of inclusion in society.

The following three main questions and bullet points are used by the school to measure progress and effectiveness in educational inclusion.

5.1 Do all pupils access fully school life?

This relates to:

- what they get out of school, particularly their achievements
- the opportunity to learn effectively, without interference or disruption
- the respect and individual help they get from their teachers
- their access to all areas of the curriculum
- the attention the school gives to their well-being

5.2 How well does the school recognise and overcome barriers to learning?

This is about:

- the school's understanding of how well different groups do in the school
- the steps taken to ensure that particular groups are not disadvantaged in school and to promote their participation and success
- its strategies for promoting good relationships and managing behaviour
- what the school does specifically to prevent and address sexism, racism and other forms of discrimination, and what it does about cases of discrimination that do occur

5.3 Do the school's values embrace inclusion and does it practice promote it?

This relates to;

- how the values of the school are reflected in its curriculum, resources, communications, procedures and conduct
- how people talk about and treat one another in the school
- the leadership of the senior staff and the consistency of staff behaviour
- what the school intends and tries to do for 'people like me'

Inclusion works when:

- there is a clear understanding of child's needs
- staff training is provided
- staff have a positive attitude, with staff realising that these children have more in common with their peers than differences
- parents are supportive and supported
- additional support is available when required, additional provision through a Statement of Special Educational Needs, teaching or support staff or both
- support staff are trained
- there is continuity of teaching and support staff
- class teacher is supported by SENDCO, management and specialist advice if required
- all staff are aware and have an understanding of pupils difficulties and needs
- annual reviews, where appropriate, help plan for the future and forthcoming year
- careful thought is given to difficulties with residential/day school visits so that a child can participate

5.4 Summary

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.

5.5 Monitoring and Review

This policy is monitored by the governing body, and will be reviewed every two years