



Inclusion Policy

Frequency: Every 2 Years	Renewal Date: May 2024
Committee: C&S	

Our vision

Our vision statement 'Explore, Enjoy, Excel together; be amazing' captures the ambition that we have for our children to be the best that they can be. We believe that every child is created uniquely and so it is our role to make sure that their individual gifts are nurtured so that children can reach their aspirations, believe in themselves and work together to achieve great things.

Our vision finds its root in Psalm 139, verse 14: 'I will praise you because I am fearfully and wonderfully made'.

Our vision motivates us to be a school community who through our vision and values create warm, supportive, positive relationships, allowing every person (staff, pupils, parents, governors and more) to 'be amazing' and 'be the best that they can be.'

Statement/Principles

Inclusion Policy

At St Mary's C.of E. Primary School we strive to ensure that each child within our care will fulfil his or her potential through good teaching and learning throughout the school.

We are committed to creating a safe, welcoming, stimulating and challenging environment in which all the children develop a love of learning and strive to reach their full potential within a caring Christian community where individuals are respected and valued.

We strive to promote high standards through the provision of a rich, balanced and varied curriculum that will stimulate and challenge all of the children in our care through a range of educational and social experiences regardless of their age, ability, gender, religious belief, race, culture or social circumstance.

Aims and Objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all children and we give attention to all the following groups within our school.

- Girls and boys
- Minority, ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Any child who is at risk of disaffection or exclusion
- Travellers and asylum seekers

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges;
- Responding to pupils diverse learning needs;
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- Providing high quality pastoral care, support and guidance, driven by the leadership team;
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and adults
- Taking care to balance the needs of all members of the school community

We should secure inclusive education for our pupils by constant review and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school? Are all our staff happy to be in school?

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion.

Teaching and Learning Style

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 their children.

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 the children's individual needs.

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 relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- feel secure and know what 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 to experience success;
- use material 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.

Children with Disabilities

Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows full access to all areas of learning.

Teachers modify learning and teaching as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. 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 for these 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 where 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 to learn about light in science, and to use visual resources and images both in art and design and in design technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. This is only done 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 agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after consultation with parents and the LEA. The school's governor with responsibility for special educational needs would also be 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.

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.

Summary

In our school 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.