



## INCLUSION POLICY

### **Our Vision:**

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

### **Our Values:**

To ensure we offer our pupils a fully inclusive environment through our school values of:

- Respect – by respecting children are individuals with varied life experiences and needs and not differentiating between groups/individuals.
- Compassion – by considering the needs of individuals when putting procedures in place to provide an inclusive and safe environment.
- Creation – creating an environment that promotes equality of opportunity.
- Perseverance – To persevere in providing an inclusive, welcoming and friendly environment in which Christian and caring values are central to the ethos of the school, ensuring all children feel valued and secure.
- Service – serving to provide an all-inclusive environment with equal opportunities to ensure pupils reach their full potential.

At Willaston Church of England Primary School 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. 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.

## **Aims**

We aim to be an inclusive school and actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups. We promote equality of opportunity through the attention we pay to the educational provision of different individual and groups of children within our school including:

- Girls and Boys
- Minority Ethnic & Faith Groups
- Children with Special Educational Needs and Disabilities
- Children who access Pupil Premium Funding
- Vulnerable pupils i.e. such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children receive support according to their need.
- Looked After Children
- Able, Gifted and Talented Children
- Children who are at risk of disaffection or exclusion
- Asylum Seekers
- Travellers
- Children who need support to learn English as an Additional Language

## **Principles**

As a Christian school we are committed to promoting respect, fairness and social inclusion. We ensure that we comply with equalities legislation and the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006 and the Equality Act 2010) eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

## **Teaching & Learning**

At Willaston CE Primary School we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Analysis of attainment of individuals and different groups of pupils helps ensure that all pupils are achieving their maximum potential. This takes place termly, using the ongoing assessments made of each child's progress. Teachers use this information when planning their lessons and it enables them to differentiate work for the varying abilities within the class.

Specific intervention strategies may be implemented where the attainment of a child significantly exceeds or falls behind the expected level. Teachers have high expectations and extend the breadth of work within the area or areas for which the child shows particular aptitude. Wherever possible, engagement in subject enrichment events takes place.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children:

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

We achieve educational inclusion by continually ensuring staff are familiar with the equal opportunities legislation covering race, gender and disability and reviewing provision:

- 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 & preparing pupils to live in a diverse society?

We do everything we can to ensure that all children:

- Feel secure & know that their contributions are valued
- Appreciate & 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 & 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

### **Children with Disabilities**

At Willaston CE Primary School we are as committed to meeting the needs of children with disabilities as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the '*Disability Discrimination Act*'. All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access, and the designated points of entry into school also allow wheelchair access. Specialist desks, chairs and other furniture/equipment are used as and when necessary for pupils with specific physical needs.

## **Inclusion & Racism**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Staff offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are reported to the Headteacher and then recorded.

## **Disapplication & Modification**

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 pupils 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 detailed consultation with parents and possibly the Local Authority. 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.

## **Resources**

We have access to a range of expertise and support to ensure inclusion in our school. These include:

- SENCO
- TA's
- LSA (To support children with SEND)
- Learning Mentor (To support Social, Emotional & Behaviour)
- EAL Support Consultants (To support English Additional Language)
- Behaviour Support Team
- School Nurse
- Health Team (Speech & Language, Occupational Health, Physiotherapy)
- Traveller Support Consultants

At Willaston CE Primary School we value each child as a unique individual. We strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

**Approved by Governors 16 October 2023**

A handwritten signature in blue ink, consisting of stylized, overlapping loops and lines, enclosed within a thin blue rectangular border.

**Signed Chair of Governors**