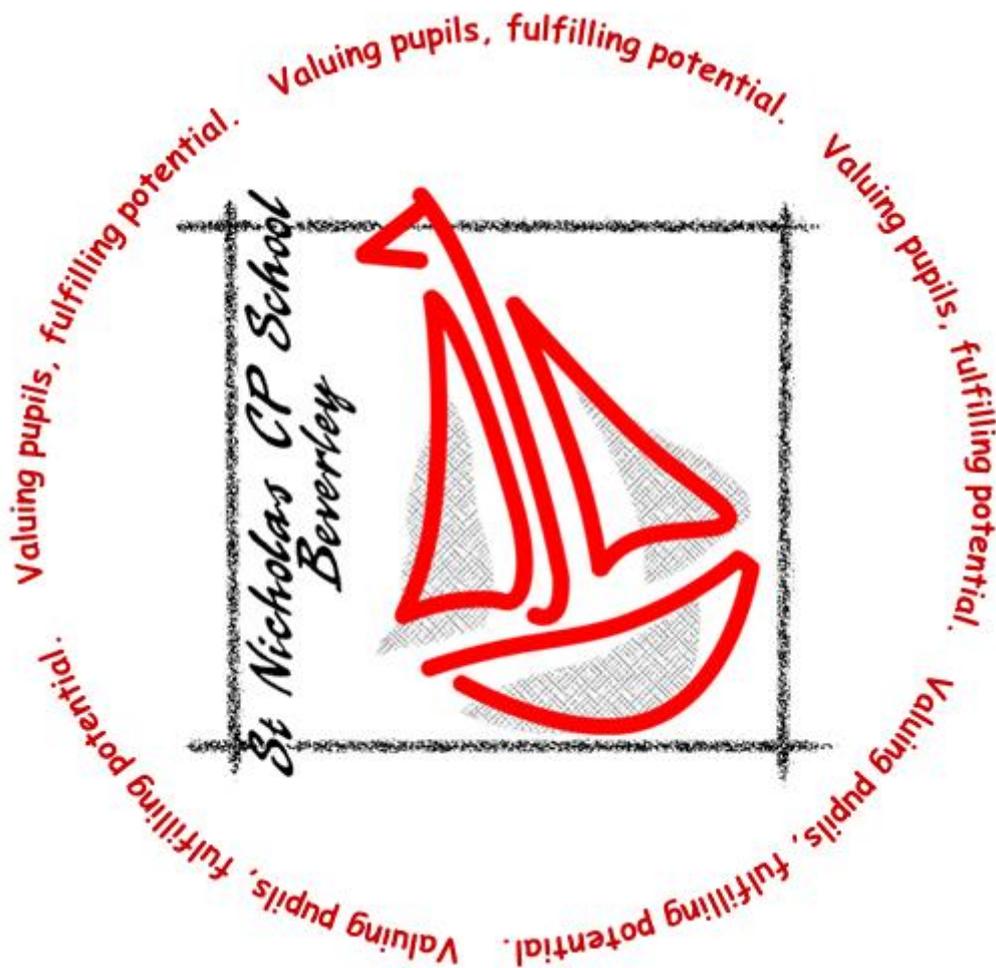


Beverley St Nicholas Community Primary School



Inclusion Policy

November 2019

Inclusion Policy Updated 2019

Valuing pupils, fulfilling potential

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve his/her full potential.

Rationale:

Beverley St Nicholas is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social, emotional, physical, mental and learning needs. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school.

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. The whole school community is committed to a collective responsibility for the implementation of the values inherent in this policy. We are committed to giving all of our children every opportunity to achieve the highest of standards. We endeavour to ensure that all our children fulfil their potential. We do this by taking account of pupils' varied life experiences and needs.

The school aim:

The school aims to provide a positive, disciplined, purposeful environment. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

1. To ensure equality of opportunity for all our pupils in all areas of school life.
2. To ensure that individual strengths are recognised and all pupils achieve their potential.
3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
4. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
5. To use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses amongst the following groups: girls and boys; disadvantaged pupils (Pupil Premium); ethnic groups; children who need support to learn English as an additional language; children with special educational needs; children with disabilities or medical needs; children who are looked after; more able children; children who are at risk of disaffection or exclusion; travellers

Implementation:

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?

All children share a common entitlement to a broad and balanced curriculum, which meets their social, emotional and learning needs within a nurturing environment. We recognise that it is the teacher's

responsibility to respond to the diverse needs of the children in their class, recognising and overcoming potential barriers to meet the needs of all children in their class and ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- experience success;
- take responsibility for their own actions;
- 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 need

As part of high quality teaching all teachers use assessment for learning to assess every child's attainment and progress. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Teachers are aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. We meet specific needs through setting suitable learning challenges and responding to children's diverse learning needs. If a child is making less than expected progress then the teacher will adapt their teaching to target the specific areas, this may include modifying teaching, use of apparatus or in class support. The majority of pupil's needs will be met through high quality teaching.

Teachers and Senior leaders meet at least termly to analyse pupil progress using Educator. The termly Pupil Progress meetings will address the key questions above. Data is used to monitor pupil progress against targets and ensure adequate planning and provision is in place, at individual, class, year group and whole school levels.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers will provide extension materials for areas which the child shows particular aptitude. This could include:

- Tasks which demand higher-order thinking skills;
- Access to advanced resources and materials which support the level of challenge;
- Extension – not 'more of the same' but more appropriate work;
- Stimulating lessons that have pace so that pupils are motivated by challenge;
- Creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions;
- The opportunity to take risks in an organised way and sometimes to fail and to work collaboratively;
- Learning which involves authentic tasks and opportunity for choice and personalisation.

When pupils are identified as having additional needs such as SEND, EAL or more able, procedures from the relevant policies will be followed.

Children with disabilities

The school is committed to providing an environment that allows disabled children full access to all areas of learning and school life. Our Single Equality Policy identifies the positive actions that the school takes to support this and we endeavour to make as many reasonable adjustments as is appropriate.

The buildings and grounds on both sites are accessible for wheelchairs, with ramps and drop-kerb entrances. Internally there are toilet facilities for the disabled on both school sites. The head teacher and governing body regularly review areas that may be considered to be in need of development.

Teachers modify teaching and learning 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 and technology;
- uses assessment techniques that reflect their individual needs and abilities.
- in response to the Disability Act 2001, the governing body ensures that every effort is made to ensure that the school remains accessible for all.

If a child has special educational needs then the teacher will ensure there is:

- differentiated learning objectives and success criteria;
- hands on equipment;
- multi-sensory learning opportunities;
- in some instances, extra adult support;
- additional visual cues;
- learning opportunities which reflect Personalised Learning targets;
- mixed ability and homogeneous groupings;
- specialised targets which are reflected in planning;
- differentiated homework.

See SEN policy and SEN information report

Racism and inclusion

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 sub-committee of the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents.

The education provided at Beverley St. Nicholas Primary ensures no pupil, parent, member of staff or visitor should suffer racial, sexist or homophobic harassment or the fear of racial, sexist or homophobic harassment.

Safeguarding

Beverley St. Nicholas fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for PREVENT and Channel referrals.

Extra-curricular provision

Extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

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.

Inclusion underpins all our school policies but the following are an integral part of this Inclusion Policy:

- Safeguarding policy
- SEND policy and BSN local offer and SEND Code of Practice
- Single Equality Policy and Equality Action Plan and Accessibility plan
- Nurture room policy
- Anti-bullying policy
- Teaching and Learning policy
- Behaviour policy and exclusion policy