

A nurturing inclusive learning community that enables everyone to be their best



CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP

Inclusion POLICY

Approved by FGB 15th May 23

Next renewal date: 25/26

This policy links to:
Safeguarding Policy
Special Educational Needs Policy
Children Looked After Policy
Equality Policy
Relational Policy
Exclusion Policy

Calton Primary and Calton Playgroup 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 Emotional, Social, Cultural 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.

Calton Primary and Calton Playgroup is committed to inclusion. By 'inclusion' we understand that school will seek to adapt systems and structures to meet the needs of all children: this will include adaptations to the school curriculum, to buildings, to attitudes and values, and language.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Aims of the Policy

- To achieve a shared responsibility between the school, parents/carers and local authority services for the progress of all our children, including those who may be vulnerable to or at risk of marginalisation, exclusion or underachievement
- To strengthen existing partnerships between the local authority, school, voluntary and statutory agencies, parents/carers and pupils and to develop new partnerships where necessary to work effectively to meet the needs of all our learners.

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 all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Girls and boys;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Children who need support to learn English as an additional language;
- Children with additional learning needs;
- Gifted and talented children;
- Travellers;
- Asylum seekers;
- Children with special educational needs.
- Pupils who are subject to Child Protection or Child in Need plans

- Pupils who are at risk of disaffection or suspension, young carers, sick children, children from families under stress
- Pupils with emotional and behavioural difficulties

Specifically, to promote inclusion the school has implemented the following: -

- The ethos and aims of the school promote inclusion and the valuing of everyone, regardless of ability, behaviour or race.
- The school operates its **admission procedures** in accordance with the policy laid down by the LA. This policy does not discriminate on the grounds of race, religion, ethnic origin, gender or special needs.
- The curriculum is planned to promote the understanding of, and respect for the race, culture, beliefs and religion of others.
- Each class teacher will ensure that planning caters for each child's needs and provides positive models for their learning and behaviour.
- Unauthorised absences and lateness are recorded and published. All un-notified absences are followed up by the schools Attendance Office and Inclusion Lead.
- The school aims to identify and support appropriately, any pupil who may be withdrawn, difficult to engage or feeling in some way apart from what the school seeks to provide.
- The Special Needs and Disability Policy sets out the procedure for supporting children with special needs and/ or disabilities, including accessing expert advice from relevant outside agencies for specific problems. The school can only make provision within its available resources.
- Parents are kept informed of the school's activities and procedures are explained. The school's 'Relational Policy' sets out the steps taken to support good behaviour and the strategies to support pupils with Behavioural needs. It identifies the steps to be taken when managing incidents of bullying or racism. All reasonable alternatives will be exhausted before exclusion is considered. Sanctions will be applied fairly.
- The wearing of an affordable and serviceable school uniform to encourage feelings of 'belonging' and pride.
- The building is managed so as to facilitate access for the disabled.
- There is a named member of staff designated to ensure support for 'looked after' children, and to oversee the required Care Plan.
- Pupils will be monitored and assessed regularly to ensure progress towards clearly defined targets. Account will be taken of factors such as social conditions, family and cultural attitudes, language, ethnicity and gender, which directly influence the rate of progress and achievement. Where concern is raised, early intervention will be taken.

Procedures

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 and learning needs. We recognise that it is all the adults in the school's responsibility to meet the needs of all children 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;
- 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
- Take ownership of their own actions

How we will know this policy is being effective

- Where there has been an issue caused by a lack of understanding regarding the value of diversity, there will be clear, written evidence of how this has been addressed in line with the Relational Policy and Restorative Practice
- When a decision is to be made that will impact people differently, all affected parties will be seen to be included in the decision-making process and will have a voice in what needs to be considered and how obstacles can be overcome
- Unauthorised absence and lateness will be seen as an indicator that there is a barrier to the child being able to attend school and we will, collectively, consider what we can do to overcome this. As a direct result, there should be an improvement in attendance
- Families of children who have special needs or disabilities will state that this has not been a barrier to their child accessing their education

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. The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our Accessibility Plan supports 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.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. We do this only in exceptional circumstances. We make every effort to meet the learning needs of all our 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.

Summary

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.