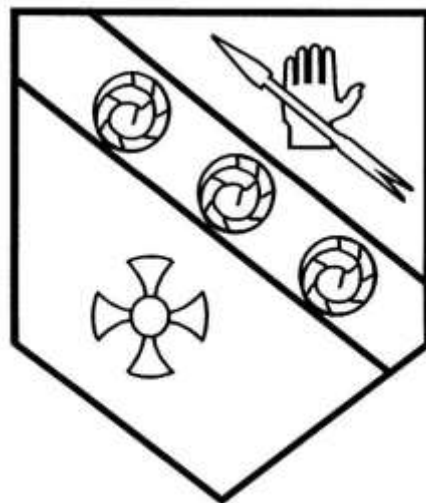


ST HILD'S COLLEGE C OF E AIDED  
PRIMARY SCHOOL

# Whole School Inclusion Policy



*"Shine Bright"*

## St Hild's CE Primary School Vision Statement

*"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."*

*Matthew 5:16*

At St Hild's we let the light of Jesus shine through all we do. St Hild shone like a bright jewel. We follow her example, not hiding our light, but letting our unique gifts shine brightly. We are an inclusive, loving community, where everyone is valued and nurtured to grow and fulfil their God-given potential.

At St Hild's CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop confidence, strong moral values and an enthusiasm for life-long learning. We believe that all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment, both locally and globally.

At St Hild's CE Primary School, wellbeing is paramount and everyone is valued and respected, and we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity. We welcome children of all faiths and none and we believe that every member of our school community should feel valued, respected and treated as an individual.

### Christian Ethos

St Hild's CE Primary School is rooted in the Christian tradition. We are committed to nurturing and developing children as rounded, spiritual human beings who understand their role as members of wider communities, locally, nationally and globally. Our children are part of a school that is proud of its values of:

- Community
- Thankfulness
- Forgiveness
- Justice
- Courage
- Love

## **1 Introduction**

### **1.1**

At St Hild's College CE Primary School, we value the individuality of all of the children in our care. 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 of our children matter. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## **2 Aims and objectives**

### **2.1**

Our school aims to be an inclusive school. 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 our children. We make this a reality through the attention we pay to the different groups of children who may be represented 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;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

### **2.2**

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;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training where necessary).

### **2.3**

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all of our children achieve their best?
- Do all of our children achieve their full potential?
- 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?
- Does our curriculum celebrate individuality and diversity?
- Do we provide all of our children with a wide range additional experiences to enhance the learning opportunities we offer?

### **3 Teaching and learning style**

#### **3.1**

We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement. We continually analyse the attainment of different groups of pupils to ensure that all pupils are high-achieving and are meeting their full potential. We make ongoing assessments of each child's progress and use this information when planning lessons and activities. This assessment information enables our staff to take into account the abilities of all children within our school and tailor the input that they provide. At times, assessments and observations indicate that some children are working below the expected standard for their age. All lessons are fully differentiated, and for children working well below the expected standards, it may be necessary for staff to use programmes of study and National Curriculum objectives from previous year groups or key stages, with support and guidance from the SENCO. Assessments also indicate when children are working above the expected standard and they provide staff with opportunities for these more able, talented or gifted children to be challenged further.

#### **3.2**

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. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude. By ensuring that the Individual Educational Needs of all children are met, all of our children are able to make progress in lessons and develop a sense of achievement and pride in the work they complete across the curriculum.

#### **3.3**

Teachers are familiar with the equal opportunities legislation covering race, gender and disability. Staff training and CPD is regularly provided for all staff and this is monitored by the Head Teacher.

#### **3.4**

To ensure that we are an Inclusive school, all members of staff, both teaching and non-teaching, 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;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds;
- 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 Children with disabilities**

#### **4.1**

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 Act that came into effect in 2002 and the guidance in the Equality Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

#### **4.2**

The school is committed to providing an environment that allows disabled children full access to all areas of learning. We have designated points of entry for our school to allow wheelchair access and have disabled toilet facilities.

#### **4.3**

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.

#### **4.4**

To ensure that we are an Inclusive school, all members of staff, both teaching and non-teaching, 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 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 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.

### **5 Disapplication and modification**

#### **5.1**

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements for individual children. Our school policy is to do this only in 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 specialists to support the child. Where this is necessary, parents and carers are fully informed and contribute to all planning documents, SEN Support Documents and attend meetings to ensure effective partnerships are developed between home and school.

#### **5.2**

In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). 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.

### 5.3

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.

## 6 Inclusion

### 6.1

The diversity of our society is addressed through our schemes of work which reflect the programmes of study of several areas of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. We work in partnership with outside agencies where appropriate to reinforce key messages and to fully prepare our children for life in an inclusive society and address all of the protected characteristics across our curriculum.

### 6.2

All incidents related to discrimination are immediately recorded by the Head Teacher and are reported to the Governing Body. The school contacts parents/carers of those pupils involved in discriminatory incidents, both the instigator and the victim. Further details are available upon request.

## 7 Summary

### 7.1

In our school, we celebrate the individuality of every member of our school community, including both children and adults. We value each member of our school community as a unique individual and provide all of our children with opportunities to experience success and celebrate their skills, strengths, talents and uniqueness. We will strive to meet the needs of all our children while seeking to ensure that we meet all statutory requirements related to matters of inclusion.

**Date of Implementation: September 2022**

**Date of Review: September 2024**

**Signed SENCO:** *A Luke*

**Signed Head Teacher:** *A Ryder*

**Signed Chair of Governors:** *J Moss*