



St Peter's Church of England (Aided) Primary School Inclusion Policy

The Governing Body of St Peter's Church of England (Aided) Primary School adopted this policy on 21st November 2018.

Signed: _____ (*Chair of Committee*)

Signed: _____ (*Head Teacher*)

Review annually

Mission Statement

Love of Learning: Learning to Love Led by Faith

St Peter's CoE (A) Primary School is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every child.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the cultural diversity in Leicester through our curriculum and enrichment events.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we strive to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

St Peter's Church of England (Aided) Primary School is committed to providing inspiring and memorable learning within a loving Christian community. We want our pupils to become learners for life, to be happy and confident, and to develop their full potential: with faith, heart and helping hands children can accomplish anything.

We aim to make learning enjoyable by:-

- Creating a positive, engaging environment;
- Providing memorable and stimulating learning experiences through inspirational teaching;
- Knowing and meeting the needs of each child.

We believe at the heart of a happy and confident school is a welcoming and supportive ethos where:-

- Everyone is recognised as a unique creation loved by God;
- Within a Christian, compassionate community there is trust between staff, pupils, parents and governors;
- The value and worth of each individual is celebrated;
- Individuals are cared for and encourage each other.

We encourage individuals to develop their full potential by:-

- Inspiring each individual to aim at and achieve their best;
- Providing equal access to a broad, challenging and engaging curriculum;
- Providing innovative teaching and an investigative approach to learning;
- Developing a spirit of curiosity and a willingness to rise to a challenge;
- Raising self-esteem by teaching pupils to value themselves both as individuals and as members of their community.
- Guiding and supporting them to take responsibility for themselves, their behaviour and work,
- Nurturing their spirituality and developing an understanding of the Christian message.

When pupils leave St. Peter's we want them to look back on memorable days. We want them to have learnt key skills and to have developed lively, enquiring minds. We want them to be adaptable and well prepared for the challenges of the future. We want them to be tolerant and aware of the needs of others and of their environment; to shine like stars in a dark world (*Philippians 2:15*).

1. Introduction

1.1. St Peter's CoE (A) Primary School is committed to providing an inclusive education for all. This policy outlines the ways we meet the needs of children who experience barriers to learning, particularly in relation to the provision for specific groups of learners.

2. Aims and objectives

2.1 St Peter's CoE (A) Primary School is a fully 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 that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- 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, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities to meet the needs of individuals or groups of children;

2.3 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?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria. We also monitor children's access to a range of extra curricular activities through the use of class inclusion maps.

3. Teaching and learning style

- 3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils half termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons. The SENDCo and Head Teacher support class teachers to plan evidence-based interventions for pupils who need support to 'close the gap' and for higher achieving pupils to make even more progress and achieve their full potential.
- 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. Pupil Passports (PPs) are implemented and targets set at a suitable level, including the use of Pre Key Stage Standards. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child shows particular aptitude.
- 3.3 St Peters teachers provide quality first wave teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged pupils, more able pupils, and special educational needs or disability pupils. All staff who work with pupils identified at Pupil Progress Reviews provide the SENDCo and SLT with regular feedback on pupil progress.
- 3.4 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.
- 3.5 Teachers 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;
 - are taught in groupings that allow them all to 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;
 - are included in lessons, 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 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. At St Peters the SEND Code of Practice 2014 sets out our school practice and proceedings.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Policy 2014 sets out our procedures and policies to support disabled pupils.

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. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

4.3 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.

5. Disapplication and modification

5.1 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 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 and adjustments. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

5.2 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/carers, external specialists and the LA. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6. Inclusion and racism

6.1 We are categorically opposed to all forms of racism and racist behaviours. At St Peter's CoE (A) Primary School we work hard to ensure that all languages and cultures are given equal status and respect. As such, the curriculum reflects the context of the school community and children and staff are given opportunities to celebrate diversity.

6.2 We are aware that not all conflict between children from different ethnic backgrounds is of a racist nature. However, where racist incidents do occur, staff will follow the agreed procedures.

7. Summary

7.1 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.

8. Related Policies

- SEND Policy
- Single Equality Policy
- Academically More Able Policy
- Teaching and Learning Policy