



St Peter's Church of England Primary School Inclusion Policy

The Governing Body of St Peter's Church of England Primary School adopted this policy on 24th April 2024

Signed: _____ (Chair of Committee)

Signed: _____ (Head Teacher)

Review annually

Our School Vision

"In everything treat others the same way you want them to treat you" Mathew 7-12
At St Peter's our Christian Values underpin the ethos and whole life of our school.

Inspire : Enrich : Achieve

Our aim is to:

- Inspire pupil's curiosity and a love of learning
- Enrich pupil's social, cultural and religious experiences
- Ensure that pupils have the confidence to achieve their full potential ready for the future they chose

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 (Pupil Premium - Free School Meals and Ever6)
- minority ethnic, faith, beliefs and sexual orientation groups;
- children who need support to learn English as an additional language;
- children with special educational needs and/or disability;
- 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 provision matrices/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. As part of high quality teaching all teachers constantly assess every child's attainment and progress. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving their full potential. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for targeted interventions.

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 pupil premium 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 Equality Act 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 May 2015 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 Plan 2020 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.

4.4 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 uses the current guidelines set out in Assessment and Reporting Access Documents where necessary to apply for modifications if they meet the requirements or to disapply a child if they are deemed to be working below the Key Stage standard to sit the test.
- 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, Embrace MAT and if appropriate 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
- Equality Information and Objectives Policy
- Accessibility Plan