

Redmile Church of England Primary School



Inclusion Policy

1. Introduction

- 1.1 Redmile CE Primary School is 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 our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, ability, gender, medical needs, sexuality or background.
- 1.2 We promote a Christian ethos. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone. We respect that not all children will believe in God, however, we teach all children that Christian and British Values are the foundations of an inclusive school.
- 1.3 We will endeavour to uphold the Equality Act 2010 in all our work.
- 1.4 This policy runs alongside all our school policies, particularly the SEND policy and Gifted and Talented Policy and will be monitored by the governors responsible for Curriculum Development/ SEND and the SENDCo/Head Teacher.

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 within our school at any one time, for example:
- Girls and boys;
 - Lesbian, Gay, Bisexual or Transgender
 - Children with special educational needs;
 - Gifted and talented;
 - Academically More Able;
 - Children who are at risk of disaffection or exclusion;
 - Looked After Children;
 - Children who are carers;
 - Travellers and asylum seekers;
 - Minority ethnic and faith groups;
 - Children who need support to learn English as an additional language.

3 Learning and teaching style

- 3.1 The National Curriculum or EYFS 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 - teachers plan accordingly to the abilities of individuals within a group / class. This may include using programmes of study / materials from an earlier or later year / key stage.

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- Responding to children's diverse learning needs – staff use a variety of teaching styles to ensure pupils' individual learning styles are taken into consideration.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils – this includes provision for physical access for pupils with mobility needs.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, where appropriate – e.g. developing life skills or additional physical skills.

3.2 Teachers should ensure 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;
- 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 encouraged to participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

- 4.1** In response to the Equality Act (2010) and in conjunction with the DLAT and LA, the governing body is constantly reviewing how the school can be made more accessible for disabled pupils, particularly when building developments take place.

5 Racism, Hate, Extremism and Radicalisation

- 5.1** The diversity of our society is addressed through the planning for teaching and learning, which reflect the programmes of study in the National Curriculum and EYFS framework. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. We work with outside providers on the Prevent agenda and welcome visitors to lead lessons to support learning and teaching.
- 5.2** Any racist or hate incident is recorded and reported on a termly basis to the governing body by the head teacher.
- 5.3** Staff receive training updates at least annually in Prevent. Our named Prevent governor is John Armstrong. An annual audit is completed and training for all new staff and governors is provided through our Child Protection training.

6 Summary

- 6.1** In our school the learning and teaching, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

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