

CORSHAM PRIMARY SCHOOL

Inclusion Policy



Reviewed: September 2024

Policy Ratified by the LGC: September 2024

Next Review Date: September 2025

CORSHAM PRIMARY SCHOOL

POLICY ON INCLUSION

Introduction

We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children at Corsham Primary irrespective of their age, gender, ethnicity, ability or socio-economic background. We take account of pupils' varied life experiences and needs and actively seek to promote and respect the individuality of all children. Inclusion is at the heart of the school's planning, policies, practice and ethos.

Aims and Objectives

Corsham Primary prides itself on being an inclusive school. This means that equality of opportunity must be a reality for our children.

We aim to:

- Provide curriculum access for all pupils
- Promote high levels of achievement for all
- Meet individual needs through a wide range of provision

We aim to achieve this through the provision of a broad balanced curriculum and through maintaining high expectations for all pupils. We actively seek to remove barriers to learning or participation for individual or groups of children within our school. These groups include:

- girls and boys; (including non-binary children and children who have changed gender)
- disadvantaged children (including children eligible for Free School Meals/ Ever6)
- service families
- looked after children and officially adopted children (pupil premium+)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with a physical disability or medical need;
- 'More able' children;
- any children who are at risk of disaffection or exclusion;
- children from traveller communities
- children who are subject to Child Protection plans, Child in Need or Early Support Assessments (ESA)

In line with the Equality Act 2010, we recognise and implement our statutory duties related to matters of inclusion.

General Principles

We have a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- recognising potential barriers to learning for individuals and adopting a flexible approach to overcoming them
- promoting an inclusive culture
- working closely with outside agencies
- providing curricular and extra-curricular opportunities to meet the needs of individuals or groups of children;
- taking into account any gaps in pupils' learning resulting from missed or interrupted schooling, e.g. pupils who are or have been travellers, asylum seekers, looked after children, services pupils, pupils suffering from long-term medical conditions or those experiencing Emotionally Based School Avoidance (EBSA).
- investing in and providing resources which reflect diversity, such as lifestyle choices, disability, religion etc.

Setting Suitable Learning Challenges

We aim to give every pupil the opportunity to experience success in learning and reach the highest level of personal achievement. The National Curriculum programmes of study set out what most pupils should be taught at each Key Stage but we teach the knowledge, skills and understanding in ways that suit the pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

Teachers at Corsham Primary School provide high quality teaching to ensure that all pupils make progress, using the principles of Adaptive Teaching wherever necessary. For pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of support or scaffolding may be necessary. For pupils whose attainment significantly exceeds the expected level of attainment within one or more subjects during a particular key stage, then suitably challenging work will be set. We deploy additional adults carefully to meet individual needs.

Responding to Pupils' Diverse Learning Needs

Teachers are supported by the Inclusion (SENCOs) and More Able coordinators as appropriate to ensure that the needs of individual pupils are effectively met.

When planning we set high expectations and provide a variety of opportunities within which all pupils can achieve some success. Planning takes into account prior knowledge and experiences pupils bring with them to school, e.g. cultures, languages, interests, physical and intellectual abilities, which all influence the way in which pupils learn. We plan approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

We take specific action to respond to pupils' diverse needs through:

a) creating effective learning environments:

- valuing the contributions of all pupils;
- making all pupils feel secure and able to contribute;
- challenging stereotypical views/behaviour relating to race, religion, gender, ability or disability, social group or sexual orientation;
- allowing pupils to take responsibility for their own actions.

b) securing their motivation by:

- using organisational approaches, such as group, paired or individual work as appropriate;
- using a variety of teaching/learning approaches and styles during a course of study and during a lesson;
- planning and monitoring the pace of work so that all pupils have a chance to learn and experience success.

c) using assessment techniques which are based upon sound principles such as:

- employing a wide range of assessment methods to reflect the curriculum and learning opportunities;
- undertaking assessments flexibly to ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment.

Recognising and overcoming potential barriers to learning for individuals

Teachers, in conjunction with the Inclusion Team, regularly assess the progress of all children including those from vulnerable groups within the school. We achieve educational inclusion by regularly reviewing this progress and asking questions such as:

- are all children achieving their best?
- are there any differences between groups of children within the school?
- what can we do to close any gaps in achievement?
- are any actions that are in place to support individuals or groups of children effective?

Some children within the school have physical or sensory disabilities or medical needs. We are committed to meeting the needs of these children, as we are to meeting the needs of all the children within the school. Our Accessibility Plan identifies how we ensure that disabled pupils can fully participate in the curriculum.

Promoting an Inclusive culture:

Corsham Primary is a fully inclusive school. We promote this inclusive culture through:

- using materials which reflect social and cultural diversity and provides positive images and role models from different races, lifestyles, genders and with disabilities or medical conditions;
- taking account of the interests of both boys and girls and of their specific religious or cultural beliefs when designing activities and setting contexts for work;
- supporting LGBTQIA+ Rights
- avoiding stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment.
- referring to the Reasonable Adjustment duty or Equality Act 2010 as necessary, in order to include all children in all activities as far as possible.
- Class learning opportunities and assemblies to share information about protected characteristics.

We ensure that all children:

- feel secure and know that their contributions are valued
- are taught to value and appreciate the differences that they see in others
- are taught to take responsibility for their own actions
- have an opportunity to participate irrespective of their individual needs.

Summary

Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard to enhance the educational experience of every child. We recognise that inclusion is the responsibility of every member of teaching and support staff.

At Corsham Primary School, the teaching and learning achievements, attitudes and well being of every child are of utmost importance. We value each child as a unique individual. We follow the necessary regulations to ensure that we meet all statutory requirements relating to matters of inclusion and that the needs of each individual child are met.

Success Criteria

1. All children are fully integrated into the life of the school. (Ofsted and monitoring and evaluation of lessons)
2. With reference to inclusion, parental comments are positive. (Verbal and written feedback from parents)
3. All pupils achieve well (Termly data analysis report).
4. All children feel welcome and happy in the school regardless of their age, gender, ethnicity, physical ability or socio-economic background (Pupil discussion, pupil surveys, pupil symposium).

Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.