

CORSHAM PRIMARY SCHOOL

Inclusion Policy



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Policy Ratified by the LGC:

Next Review Date: September 2026

CORSHAM PRIMARY SCHOOL

POLICY ON INCLUSION

Introduction

At Corsham Primary School we understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010.

We are dedicated to ensuring that every pupil receives an education which offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. 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)

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 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 in place to support individuals or groups of children effectively?

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.

Discrimination and Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Types of Discrimination

Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined above. For example, refusing to admit a pupil because of their race.

Indirect discrimination occurs where a school has a policy or practice in place that applies to all pupils but puts people with the same protected characteristic at a particular disadvantage. For example, a school rule that bans certain hairstyles, that would disproportionately affect pupils from a particular ethnic origin. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating a pupil's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of a pupil who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Bullying and discrimination

Where a pupil or pupils are involved in discriminatory incidents, our Anti-bullying Policy will be used in conjunction with this policy to effectively deal with the situation and in order to prevent any further incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regard to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

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 school regardless of their age, gender, ethnicity, physical ability or socio-economic background (Pupil discussion, pupil surveys, pupil symposium).

Equal Opportunities

We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

In accordance with the Equality Information and Objectives Policy, the school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.