ST MARY MAGDALENE CE PRIMARY SCHOOL
Agreed Whole School Policy

Inclusion

STATUS: DRAFT   ☐   AGREED   ☑

Date Drafted:	October 2013
Last Revision:	February 2020
Review Date:	February 2021
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Agreed by Governing Body (Ed. s/c):	March 2020
Filename:	#SMMS Inclusion

Signed ……………………………………….   Name ……………………………………. Date …………………

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust**, **honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

St Mary Magdalene CE Primary School
Inclusion Policy

St Mary Magdalene Primary School values the individuality of all children. We are committed to giving all 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 of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims:

St Mary Magdalene Primary 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 all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children with Special Educational Needs and Disability
- children in care of the Local Authority
- other vulnerable groups e.g. young carers
- children who need support to learn English as an additional language (EAL)
- children with additional learning needs
- more able, gifted and talented children
- children who are at risk of disaffection or exclusion

St Mary Magdalene School recognises key factors that underpin Inclusion:

Valuing Diversity

Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. We recognise that individuals are unique in their interests, abilities, motivation and learning needs.

Entitlement

Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum recognising that reasonable adjustments, appropriate support, advice and resources may be necessary to achieve this.

Dignity

All children and parents are entitled to be treated with respect and have their views taken into account.

Individual Needs

There will be a range of flexible responses in order to meet individual needs be they behavioural, emotional and social, communication and interaction, sensory and physical or cognition and learning.

Planning

All planning will be based on inclusive principles at both systemic and individual levels.

Collective Responsibility

Inclusion is the responsibility of all staff.

Professional Development

In order for inclusion to be successful all staff require ongoing access to support, training and resources.

Equal Opportunities

Successful inclusion can lead to the raising of standards for all children.

School commitments to inclusion

St Mary Magdalene Primary School has a commitment to Inclusion, and has agreed to the following practical strategies:

- Provide a welcoming environment for all
- Ensure that work and displays celebrate the diversities in society
- Social inclusion issues will be addressed through the schools equal opportunities policies
- When appointing staff
- Provide appropriate resources to meet the needs of inclusion
- Review our policies to include development towards greater inclusion
- Have clear guidelines on the role of external agencies to support inclusion
- Ensure that Senior Leaders aim to offer all staff guidance and support to raise awareness of inclusion.
- Ensure classroom management curriculum plans will be reviewed regularly to ensure a full entitlement is accessible for all pupils.
- Provide a range of teaching styles and strategies to meet the needs of all the pupils.
- Ensure assessments/rewards for all pupils will be addressed according to their specific needs.
- Offer extra-curricular activities to all pupils as appropriate, with particular regard to recommended safety guidelines.
- Value the importance of support staff and aim to provide support and appropriate training.
- Address social inclusion through PSHE policies and practice, in the classroom, the playground, the school environment and the wider community.
- Provide training which will equip staff with strategies to address behaviour management issues
- Work closely with parents and carers to identify and address behavioural concerns through agreed guidelines.

Teachers and support staff 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;
- participate fully regardless of disabilities or medical needs.

Learning and teaching styles

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges;
- responding to the diverse needs of the children;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of children;

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these 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?

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 to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered at age related interest level.

When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with the child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude. (See our Special Educational Needs and Disability (SEND) Information Report and More Able, Gifted and Talented Policy).

Children with disabilities
Some children in St Mary Magdalene Primary 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. St Mary Magdalene fully meets the requirements of the Special Educational Needs and Disability Code of Practice 2014 and Disability Discrimination Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. Further information can be found in our SEND Information Report and Accessibility Plan.

Inclusion and racism
The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist incidents.

Summary
In St Mary Magdalene Primary School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy should be read in conjunction with the following policies:
1. Safeguarding Policy
2. Special Educational Needs Information Report
3. Accessibility Plan
4. More Able, Gifted and Talented Policy
5. Teaching and Learning Policy
6. Behaviour Policy
7. Anti-Bullying Policy
8. Pastoral Care Policy