



Approved by Governors
(Signature Chair of Cttee)

Date

Vernham Dean Gillum's CE Primary School Inclusion Policy

At Vernham Dean Gillum's Church of England Primary School, 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 for all our children.

Educational inclusion is about equal opportunities for all members of the school community regardless of their ability, age, gender, ethnic origin, religious belief, resident status, heritage language, impairment, looked-after status, social or economic background. Particular attention is paid to the provision made for, and the achievement of, different groups of learners and different members of the community.

Our aim is to be adaptable in order to meet the needs of our pupils, staff and other community members and provide the resources to enable this to happen. This refers to all areas of school life and not purely to the academic curriculum.

Aims and Objectives

Vernham Dean Gillum's Church of England Primary School strives to be an inclusive school and by providing equal opportunities and removing barriers to learning and achievement, full participation is ensured. The school aims to eliminate discrimination by taking positive action in order that groups have equal access to support and resources to meet their needs.

We aim to achieve inclusion by continually reviewing what we do by asking these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not meeting their optimum potential?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Inclusion refers to every aspect of school provision i.e. after school activities, parents/carers evenings, open evenings, enrolment, events, breaks and lunch times, school trips, work experience and parent helpers.

Teaching and Learning Style

We aim to give our children the opportunity to succeed and reach the highest level of personal achievement. We analyse pupil progress of different groups of pupils, through our whole school tracking data, to ensure that all pupils are achieving to their optimum potential. Teachers use this information when planning their lessons in order to take account of the attainment and achievement of their children.

Staff 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, in clothing that is appropriate to their religious beliefs (where applicable)
- 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 and abilities
- Have challenging targets that enable them to maximise potential
- Are encouraged to participate fully, regardless of disabilities or medical needs

Monitoring Inclusion: Leadership, Management and Governance

The Leadership Team, along with the Governing Body, ensures that:

- The school complies with Race Relations, Disability and SEN related legislation
- The Inclusion Policy and its related procedure and strategies are implemented
- Staff are familiar with the principles of the relevant equal opportunities legislation covering race, gender and disability
- The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and difference and addresses specific incidents
- All staff are aware of their responsibilities under the policy and are given appropriate training and support to carry them out

The Head Teacher, together with the Governing Body, will take disciplinary action against staff or pupils who discriminate or contravene the policy.

Staff

All staff will:

- Respond to incidents of discrimination, identifying and challenging bias and stereotyping
- Confront discrimination of any kind and ensure equal opportunities
- Have an awareness of current legislation and school policy

Discrimination of any kind will not be tolerated.

Special Educational Needs

Twenty per cent of children will have a special need at some point in their school career. This may be temporary or complex and long term and will fall into one of the following categories:-

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and/or Physical Needs

The majority of children's needs are met within the school setting at School Action of the Code of Practice for Special Needs and the school provides parents/carers and staff with a pupil profile detailing 'additional to' or 'different from' intervention. At this stage the pupil profile will also include individual targets for each child, some of which will relate to the experts' advice. A small number of children with severe, complex and long term needs may be referred to the local authority for a statutory assessment, which could result in an Educational Health Care Plan (EHCP) of special needs. This is a statement documenting the child's needs and mandatory provision.

Disability

Vernham Dean Gillum's CE Primary promotes equality of opportunity and improved outcomes for everyone in our school community – Please refer to our Equality Policy.

English as an Additional Language and Ethnic Minority Groups

We aim to provide a culturally inclusive curriculum which reflects and extends the experience of all children who have English as an additional language.

Levels of English language are monitored and extra provision is provided for those children who need support in the social and/or cognitive aspects of language. Support is provided, when required, for parents who do not speak English, to enable them to access information. Children are tracked within ethnicity groups to enable the school to monitor progress and support any under-achievement.

Looked After Children

Children who are looked after by the local authority (in foster care) have a Personal Education Plan, which is reviewed regularly with Family Services, foster carers and all those involved with the child. Social and academic achievement of Looked After Children is closely tracked and early intervention implemented to meet needs.

Children Working at Mastery

The school's aim is to ensure suitable provision for this group of learners in which ever areas they show ability. The provision will be an integral part of teaching and learning within a culture which is both challenging and enriching.

Teachers should be aware that children develop at different rates and potential is never fixed. A wide range of identification strategies will be used and school will work together with parents to maximise achievement.

Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed according to the whole school policy review timetable.

Date of Policy update: Summer 2017

Date of policy review: summer 2020

Signed.....Headteacher

Signed.....Chair of Governors