

## **Littledean Church of England Primary School**

### **Inclusion Policy**

Littledean C of E Primary School values the individuality of all children; we are committed to giving children an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of children to ensure that they can flourish in an environment that meets their needs.

#### **Legal Framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015

#### **Aims and Objectives**

Littledean C of E Primary School aims to be an inclusive school. We actively seek to increase the level and quality of inclusion within our school, while protecting and improving specialist provision for those who need it.

Taking into account children's experienced and needs, we form strong partnerships with parents, the Local Authority and external agencies, such as health and social care, and offer a broad and balanced curriculum to ensure that all children have every opportunity to progress and achieve.

Littledean C of E Primary School has a zero-tolerance approach towards prejudicial attitudes and discriminatory behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any child or other member of the school community because of the following:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Pregnancy or maternity
- Being adopted or permanently placed

Littledean C of E Primary School will make every effort to meet the learning needs of all children without excluding them from the National Curriculum.

## **Planning and Teaching**

Teaching staff will plan their approach to teaching and learning so that all children are able to take part in lessons. Staff will ensure that these approaches meet the specific needs of individuals and groups, providing opportunities for all children to progress and achieve.

Teaching staff will ensure that all teaching assistants have access to relevant planning so they can support children appropriately.

Specific action will be taken to respond to children's diverse needs by:

- Creating effective learning environments.
- Ensuring they are motivated.
- Using appropriate assessment approaches, such as teacher observations.
- Setting targets that are achievable for individual children.
- Developing positive relationships with children.
- Providing other, or additional, curricular opportunities to meet the needs of individuals or groups of children.

## **Children with Special Education Needs or Disability (SEND)**

Littledean C of E Primary School aims for the early identification of children with SEND through the monitoring of achievements and regular observations. We aim to ensure equal opportunity for all children with SEND. It is the teacher's responsibility to inform the SENCO of any concerns regarding an individual's learning.

Planning for children with SEND could be adapted to include:

- Adapted learning objectives and success criteria.
- Adapted print texts.
- Hands-on equipment, such as tactile equipment relating to shapes in a maths lesson.
- Multi-sensory learning opportunities.
- Additional support from staff members, where possible.
- Additional visual cues.
- Modification of tasks.
- Additional time to complete activities.

All children will have opportunities to take part in educational visits and activities related to their studies. If a child's disability prevents them from attending particular trips, the school will do its best to make reasonable adjustments to ensure that the child can participate in as many of the activities as possible.

## **More-Able, Gifted and Talented Children (MAGT)**

Planning for children MAGT children could be adapted to include:

- Tasks which demand higher thinking skills.
- Fast paced challenges that will motivate children.
- Creative learning tasks which encourage children to make judgements.
- The opportunity to take risks, learn from failures and work collaboratively.
- Authentic tasks with the opportunity for choice and personalisation.

### **Roles and Responsibilities**

The Governing Body will ensure that inclusion is of a high priority and standard and will evaluate the effectiveness of provision on a regular basis.

The Head Teacher will ensure that the management of inclusion remains consistent and effective, providing regular reports to the Governing Body.

Teaching Staff will regularly evaluate children's progress and make adaptations to teaching and learning as necessary.

Parents will work in partnership with the school to support the progress of their child, maintaining strong communication with the school.

Teaching Assistants will ensure that they support children in the delivery of lessons and learning activities, enabling them to make progress and achieve in the course of a lesson and over time.

This policy should be read in conjunction with the following policies:

- Accessibility
- Equality
- Marking and Feedback
- SEND
- Supporting Children with Medical Conditions
- Teaching and Learning