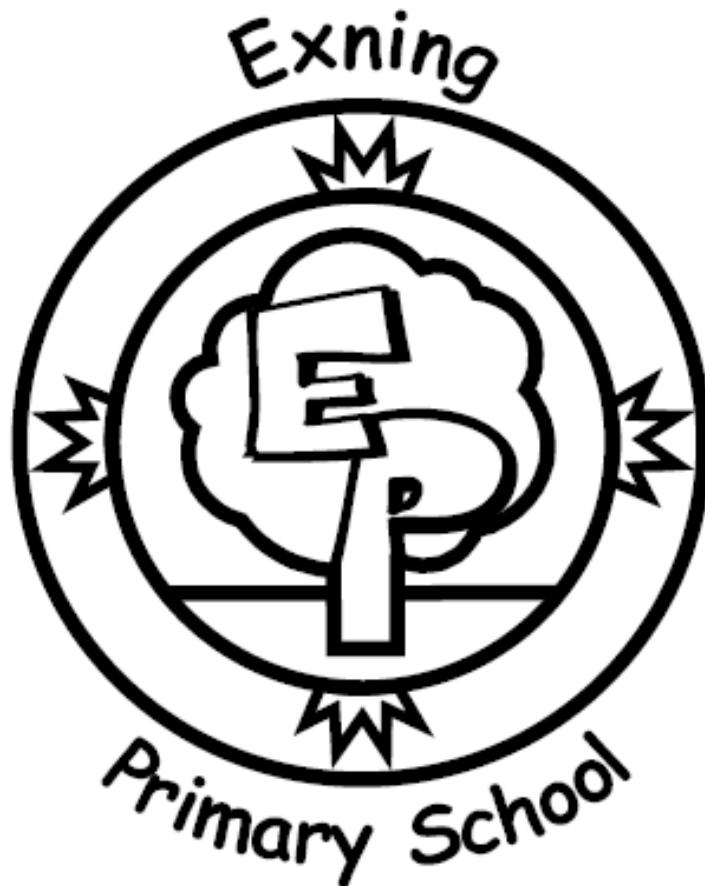


Exning Primary School



Inclusion Policy

This policy has been discussed and considered for equality giving consideration to the protected characteristics- gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and any other recognised area of discrimination.

Approved by: SMT

Date: 17/03/22

Last reviewed on: March 2022

Next review due by: Spring 2025

Exning Primary School

Inclusion Policy

Introduction

It is the ambition of all staff at Exning Primary School to respond to the diverse needs of our school community:

- We strive to enable our pupils to gain maximum advantage from all opportunities offered by our school, regardless of their age, gender, ethnicity, attainment or background:
- We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- We strive to eliminate prejudice and discrimination, and to develop an environment where all can flourish and feel safe.

Equality of opportunity must be a reality for **all** our children. We make this a reality through recognition of the different individuals and groups of children within our school, who may be vulnerable to under-achievement:

- Children from minority faiths and ethnicities;
- Children who need support to learn English as an additional language;
- Children with additional learning needs;
- Travellers;
- Asylum seekers and refugees;
- Children with Special Educational Needs and Disabilities;
- Children who are subject to Child Protection or Child in Need plans;
- Children in care, or who have formerly been in care;
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress;
- Children with emotional and behavioural difficulties.

Aims

We aim to:

- Have high expectations for the behaviour and achievement of **all** pupils
- Constantly monitor and evaluate the progress each pupil/groups of pupils make
- Identify pupils who may not be taking full advantage of the educational opportunities available in our school, for whatever reason
- Take practical steps, in the classroom and beyond, to meet pupils' needs effectively
- Promote tolerance and understanding
- Be non-judgemental
- Actively seek to involve all parents, carers and other agencies
- Recognise and celebrate achievement

- Evaluate and use different teaching styles and support mechanisms to suit the learning preferences of pupils
- Provide high quality pastoral care, support and guidance
- Ensure the health, safety and welfare of pupils
- Listen and respond to the concerns of children and parents/carers

Teaching & Learning

Our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers need to be aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Using a 'learning without limits' approach to teaching ensures all children have the opportunity to take control of their own learning

Educational inclusion is evident in the provision that Exning Primary School makes to promote the achievement of all pupils regardless of their background, abilities and personal circumstances. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Where necessary, teachers also work with outside agencies to ensure that lessons/activities are accessible to all pupils. Key messages are translated when needed and links are made with community groups, which can offer support. Teachers should recognise when needs cannot be met entirely in school, and when they need to contact outside agencies, for example:

- CYP services
- MASH team
- Drug and Alcohol Services (including those that target specific communities)
- CAMHS
- School Nursing team
- Specialist Education Services

Teachers must take account of potential barriers to learning arising from pupils' personal circumstances and all those working with pupils need to understand the relevant policies and whole-school approach relating to these different needs.

Please see our Teaching and Learning Policy for more details on our inclusive teaching strategies.

Monitoring

We monitor inclusion through lesson observations and drop-ins, tracking individual pupil achievement, monitoring attainment between different groups of children, noting fluctuations between cohorts and taking action where differences occur.

Summary

At Exning 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. However we recognise that in exceptional

circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education “is incompatible with the efficient education of other children” (SEND Code of Practice, DfE 2014).

References:

Equality Act 2010

SEND Code of Practice, DfE 2014

Links to other policies: Teaching & Learning