



# Shipley CE Primary School

## Inclusion Policy

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Governor Committee	Teaching, Learning and Standards
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### 1 Introduction – Our mission statement

Our Mission Statement, **Faith, Friendship, Future** and our focus is on the development of the whole child. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by providing rich experiences and respecting the needs of individual pupils. We offer a broad and balanced curriculum and have high expectations for all children. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, religion, attainment or background.

### 2 Aims and objectives

Our school is proud to be an inclusive school and promote equality of opportunities. We aim to

- Ensure that every child has equal opportunity to access learning and the wider life of the school.
- Remove barriers to learning caused by need, culture, aspiration, disability and background.
- Set and maintain the highest standards of behaviour.
- Develop in each child an awareness of self-worth and of the value and needs of others.
- Promote a feeling of fulfilment through achievement.
- Encourage initiative, resourcefulness, tolerance and perseverance.
- Ensure our curriculum provision reflects our diverse society

Different groups of children are considered carefully to ensure inclusive practice

- girls and boys
- minority ethnic and faith groups
- those in receipt of Free School Meals (FSM) or Pupil Premium funding
- Gipsy, Roma, Travellers (GRT)
- Looked after Children (LAC)
- children who need support to learn English as an additional language (EAL)
- children with special educational needs or disabilities (SEND)
- gifted and talented children (G & T)
- children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- The provision of appropriate books and resources that reflect diversity

These key questions are used for review:

- do all our children achieve to their full potential?
- are there differences in the attainment of different groups of children?
- are there differences in the progress of different groups of children?
- are there differences in the educational opportunities offered to different groups of children?
- what are we doing for those children who we know are not on track?
- How effective are our actions and intervention?
- How is the culture of our school contributing to inclusion?

### **3 Teaching and learning style**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of the children in their class. For some children, they may be working at greater depth in a subject. This enables all of our children to make progress at a pace appropriate to them.

When attainment of a child falls significantly below expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation

Teachers ensure that 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
- 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
- are encouraged to participate fully, regardless of disabilities or medical needs.

## **4 Children with disabilities**

Some children in our school have disabilities and consequently need additional resources and/or adjustments. The school is committed to providing an environment that allows these children full access to all areas of learning. Teachers modify teaching and learning as appropriate to ensure equality of access.

## **5 Disapplication and modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **6 Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every child is important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.