



Inclusion Policy

Laurel Avenue Community Primary School values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. It is to be read in conjunction with other school policies, particularly SEND, Race Equality and Equality and Diversity Policies.

This will be achieved by:

- *Designing a curriculum to promote a full range of learning, thinking and life skills;*
- *Providing a broad, balanced and relevant curriculum;*
- *Using flexible and responsive teaching and learning styles;*
- *Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;*
- *Developing a close partnership with the whole community, particularly parents.*

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- *Boys and girls*
- *Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees*
- *Pupils who have English as an additional language*
- *Pupils who have Special Educational Needs*
- *Pupils who are More Able and Talented*
- *Pupils who are Looked After children*
- *Pupils of any sexual identification or orientation*
- *Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress*

We recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, emotional wellbeing, age and maturity. We identify needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- *Setting suitable learning challenges*
- *Responding to pupils' diverse learning needs*
- *Overcoming potential barriers to learning and assessment*

We aim to provide a happy, healthy and safe school by:

- *Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils*
- *Providing high quality pastoral care, support and guidance*
- *Safeguarding the health, safety and welfare of pupils*
- *Listening and responding to the concerns of children and parents*
- *Taking care to balance the needs of all members of the school community*

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- ◆ *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 preparing pupils to live in modern Britain?*
- ◆ *Are all our pupils happy to be in school?*

Objectives

In order to achieve our aims we seek to:

- ◆ *raise children's awareness of themselves and others as unique individuals*
- ◆ *support pupils in exploring, discussing and engaging with the concepts of difference and diversity, in a range of contexts*
- ◆ *ensure difference and diversity are celebrated across the whole school community*
- ◆ *ensure racial and sexual discrimination and prejudice are eradicated*
- ◆ *ensure children have a greater understanding of Lesbian, Gay, Bisexual, Transgender and other (LGBT+) identities*
- ◆ *ensure that the school's Inclusion Policy is implemented by all staff and is reflected in all school policies*
- ◆ *ensure implementation of Local Authority and Government inclusion legislation and recommendations*
- ◆ *identify and work to minimise barriers to learning and participation, and provide appropriately to meet diversity of need*

- ◆ *guide and support parents, pupils, school staff and governors on inclusion issues.*

Inclusive Provision

The school offers a continuum of provision to meet pupils' diverse needs. Teachers are familiar with relevant equal opportunities legislation covering race, gender and disability. Classes are mixed ability and teachers use flexible groupings so that pupils can be grouped according to a range of criteria. In-class support is provided by teaching assistants and adult volunteers.

Through this approach we 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*
- ◆ *are taught in groups that allow them all to experience success*
- ◆ *are set suitable learning challenges that enable them to succeed*
- ◆ *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*
- ◆ *are encouraged to participate fully, regardless of disability or medical need*
- ◆ *are helped to overcome potential barriers to learning and assessment*
- ◆ *have access to a wide range of resources, including electronic materials to support their learning*
- ◆ *are provided with opportunities outside the National Curriculum to meet their needs (this includes speech and language therapy, counselling and motor skill development programs) are offered a range of extra-curricular activities to further enhance their learning journey.*

Assessment Procedures

The attainment and achievement of all pupils is monitored closely and attention is paid to gender differences and the performance of vulnerable groups such as those who are on the Special Educational Needs Register, Looked After Children, children who receive free school meals, children who have English as an additional language, children who are from ethnic minorities and all children regardless of their sexual orientation and identity. The school uses a consistent, nationally recognised assessment system that includes Early Learning Goals and Chris Quigley Milestones to assess and chart pupil progress. The school also recognises that children's self-regard as learners, together with their confidence in learning and attitude towards school, are key determinants of performance in school. When the attainment of a child falls significantly below age related norms, teachers enable children to succeed by differentiating tasks so that they are appropriate to individual needs. Where the attainment of a child significantly exceeds age related norms, teachers extend the breadth and depth of tasks, within the area or areas for

which the child shows particular aptitude. The class teacher, often in collaboration with other colleagues, continually monitors the impact of intervention and extension programs, adjusting them as required.

All successes are celebrated through a multi-layered reward system that is consistently implemented across the school. Within the reward system, the emphasis on effort and achievement are equally distributed.

Parent/Carer Partnerships

The knowledge and first-hand experience a parent/carer has regarding their child is highly valued for the contribution it makes to the child's education.

Parents/Carers are seen as partners in their child's learning journey and through regular consultation, are given the opportunity to express their views, be active in decision making processes and participate in their child's education. Across the school, pupil voice is strong and through Class and School Councils, pupils are given the opportunity to share their views and opinions regarding their successes and achievements and future developments. If parents/carers feel that the school is not meeting the needs of their child, procedures outlined in the Complaints Policy support them in seeking a satisfactory outcome. Parents may also seek support from Local Authority Parent Partnership and Conciliation services.

Observed Outcomes

Through the implementation of this policy we will observe that:

- ◆ *all children are valued and supported to enable them to achieve their full potential*
- ◆ *differences in the achievement and attainment of different groups of children are recognised, analysed and acted upon quickly*
- ◆ *children show an awareness of and respect for difference and diversity*
- ◆ *parents have an understanding of their child's learning and progress, and know what they can do to ensure their child continues to succeed.*

Evaluating the Inclusion Policy

The Inclusion Policy and its impact will be reviewed every three years. Policy evaluation will focus on:

- ◆ *establishing how far the aims and objectives of the policy have been met*
- ◆ *considering how effective the inclusion provision has been*
- ◆ *the attainment of pupils using 'contextual value added' data as a guide.*

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.

Signed: G Davison

Headteacher

Date: September 2015

Signed: C Linfoot

Chair of Community and SMSC Committee

Date: September 2015

Review: September 2018