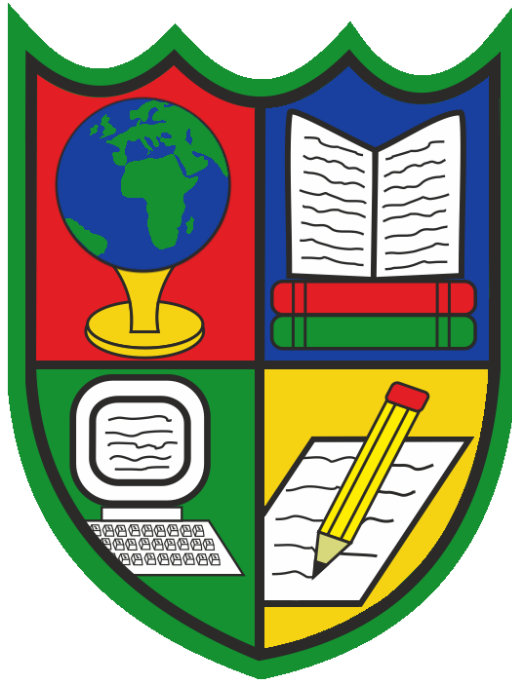


# Highfield Primary School



## Inclusion Policy

## **Inclusion Statement**

At Highfield 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 children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community. 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, sexuality, health, 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**

Highfield Primary School aims 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 achieving at expected levels?

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. Breakfast club, after school activities, parents/carers evenings, enrolment, events, breaks and lunchtimes, 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 the attainment 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.

For some children we use tracked-back objectives from earlier year groups, within the

same strand of learning, to enable them to make progress at their own level. This would apply when the curriculum is not accessible to them, despite varied access arrangements and a range teaching styles. When the attainment of a child significantly exceeds that of the year group, teachers use tracked-forward objectives or extend the breadth of work within the area or areas for which the pupil shows particular aptitude. We aim to provide a personalised learning experience for all 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
- are taught in groupings, which 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.

## **Monitoring Inclusion**

### **Leadership, Management and Governance**

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

- the school complies with Race Relations, Disability and SEN related legislation including the general and specific duties
- 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.

## SEND

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.

For a small number of children the school needs to access expertise from outside agencies and children are placed on an Early Help form.

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 EHCP. This is a plan documenting the child's needs and mandatory provision. For more information refer to:

- The school's Special Educational Needs Policy
- The Department for Children, Schools and Families' SEN guide for parents and carers.

Both are available from the school office or the SENCO.

## Disability

Highfield Primary School promotes equality of opportunity and improved outcomes for everyone in our school community – **Please refer to Disability Equality Scheme.**

## 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. 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 e.g. interpreters for parent consultations. Children are tracked within ethnicity groups to enable the school to monitor progress and support any under-achievement.

## **Children Looked After**

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 Children Looked After is closely tracked and early intervention implemented to meet needs.

## **Gifted and Talented**

The DCSF guidance recommends that the Gifted and Talented pupil cohort comprises of 5% - 10% of pupils within the school. 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.

Within this cohort there will be pupils who are:

- gifted or have academic ability in one or more subjects in the statutory curriculum other than PE and the creative arts
- talented – ability in PE or the creative arts
- skilled in a range of subjects both in and out of the school arena

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.

## **Every Child Matters**

In conclusion, we aim to secure for all our children the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve social and economic wellbeing. We aim to provide an environment in which every person in the school community feels valued and included. These outcomes are embraced in every aspect of school life.

## **Relevant Policies**

Teaching and Learning Policy  
Anti-Bullying Policy  
Behaviour Policy  
Admission Procedures  
Attendance Policy  
Equal Opportunities Policy  
Educational Visits Policy

School Development Plan  
PSHE Policy  
Safeguarding Policy  
Staff Recruitment Application Forms

## **Monitoring and Review**

This policy is monitored by the Governing Body annually.