



Inclusion Policy

Leading Staff Responsible	Mrs Das-Mahon
Governor Responsible	Local Governing Committee
Date	Autumn 2 2024

Introduction

At St Mary's Hampton Church of England Primary School, we believe that learning should be a rewarding and enjoyable experience and should take place in an environment where everyone feels safe and secure. Our Inclusion policy supports us in working together to build a caring, inclusive community, in which we all grow and flourish under God's guidance. Our core values of Faith, Hope and Love are rooted in how we nurture good attitudes and behaviours for all.

Faith

- We have understanding, appreciation and respect for all faiths and views.
- We have courage in the choices we make.

Hope

- We are ready, respectful and responsible at all times.
- We find solutions to problems to stay hopeful and resilient in the face of challenges.

Love

- We will treat others as we would wish to be treated and realise that our actions, thoughts and words matter.
- We show understanding, tolerance and compassion of others emotional, academic and social starting points.
- We are honest, loyal and forgiving.

This policy complies with the Children and Families Act and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools May 2014
- Teaching Standards
- Safeguarding Policy
- Accessibility plan
- Behaviour Policy
- Mental health policy

Inclusion Team

[Assistant Headteacher for Inclusion and SENCO and DDSL: Mrs M. Das-Mahon](#)

[Designated Safeguarding Lead: Mr E. Scott](#)

[Deputy Designated Safeguarding Lead: Mrs A Nesbit](#)

Definition of Inclusion

Inclusion is a sense of belonging for all teachers and children. For a child to feel included, they must feel that they are an integral and important part of the school. There is a requirement to feel wanted, valued, successful and happy.

At St Mary's Hampton CoE Primary School we celebrate diversity not just within our own school but also within our local community. We are a cohesive school, actively teaching our children how to work together as a team through our curriculum – preparing them for life beyond Primary School.

Rationale

At St Mary's Hampton CoE Primary School all children' individuality is valued and celebrated. We have high aspirations for all our children and are committed to giving all children every opportunity to achieve the highest of standards. We take time to nurture our children and learn about their life experiences and needs to build on their cultural capital. A broad and balanced curriculum is offered at St Mary's Hampton CoE Primary School to ensure all children are thriving and taking into consideration their achievements and wellbeing. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school rules are embedded within our Inclusion Policy

Our school rules encourage all children to be **Ready, Respectful and Responsible learners**. These are displayed in every classroom and are understood by all children.

St Mary's definitions of Ready, Respectful and Responsible learners:

Ready

- Being in a regulated state to learn
- Having access to self-regulation strategies to learn
- Having courage and resilience to take on challenges and learn something new

Respectful

- Being understanding and respectful of others
- Being compassionate at all times
- Treating others as we would wish to be treated

Responsible

- Being honest, loyal and forgiving
- Realising that our actions, thoughts and words matter

Aim

St Mary's Hampton CoE Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Gender
- Children from all faiths, ethnicities, travellers, asylum seekers, refugees
- Children who have English as an additional language or are bilingual
- Children who attain above the expected age-related standard for learning
- Children with special educational needs/ disabilities
- Children who may be disadvantaged
- Children who are subject to Child Protection or Child in Need plans
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

Equal Opportunities

Teaching and support staff are familiar with the Equality Act 2010 covering race, gender and disability.

Teachers and support staff ensure that all 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 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 and is suitably scaffolded to meet needs
- Have challenging targets that enable them to succeed
- Participate fully regardless of disabilities or medical needs.

Planning and Learning

Our teaching 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 children to achieve. They are aware that children 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 children can take part in lessons fully and effectively and ensure all children are encouraged to take control of their own learning.

To ensure teachers meet the full range of children's needs, they are aware of the Equality Act 2010, which requires equal opportunities for all groups of learners including race, gender and disability. Teachers ensure that learning assistants have access to relevant planning so that they can support the children appropriately. Teachers should take specific action to respond to children's diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through quality first teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning
- Developing positive relationships with children
- Setting appropriate learning challenges
- Responding to the diverse needs of the children
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities to meet the needs of individuals or groups of children
- Commitment to the Core aims for Children and Young People (Every Child Matters).

Teacher lesson plans include details of differentiation for the differing ability groups, children with SEND and children with EAL. This can take many forms including:

Learning and Teaching Styles: St Mary's Hampton CoE Primary School aims to give all children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can and to ensure we are trying to reduce any gaps in learning. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to consider the abilities of all their children and plan accordingly.

When the attainment of a child falls significantly below the expected level – using formative and standardised assessments – teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child demonstrates a particular aptitude.

Most able learners: Children who are attaining academically above the age-related expected standard will be challenged in several ways.

Some examples include:

- Access to advanced resources and materials which support the level of challenge
- Extension – not 'more of the same' but more appropriate work which deepens their understanding of the content learnt that lesson
- Stimulating lessons that have pace so that children are motivated by challenge
- Creative learning tasks which have a degree of open-endedness and uncertainty to permit children to impose meaning, make reasoned judgements or produce multiple solutions
- The opportunity to take risks in an organised way and sometimes to fail and to work collaboratively
- Learning which involves authentic tasks and opportunity for choice and personalisation.

We recognise that such learning experiences benefit all students, not just those identified as Most Able. Although the most able children will be offered special learning experiences, teachers use an 'open door' or inclusive model of provision in which all students get an opportunity to participate in the above.

EAL: Children who are identified as having English as an Additional Language, have access to the following:

- Access to dual language texts, posters and displays
- Access to word banks
- Opportunity for visual literacy techniques such as reading pictures and drama
- Provide opportunity for higher order thinking
- Opportunity for discussion and cooperative learning
- Where possible, opportunities to communicate in their first/home language with teachers and learning assistants
- Display artefacts and materials which reflect the children's home background
- Encourage children to write their own dual texts, when appropriate
- Plan learning opportunities in lessons which reflect ethnic minority backgrounds

Teachers include EAL teaching strategies with all students in all lessons. We believe that children learn English best when they are working collaboratively with English speaking children, and only withdraw children for interventions which focus on pre-teaching or consolidation of key vocabulary or sentence structures with either the Assistant Headteacher for Inclusion or an experienced dual language Learning Assistant.

Special Educational Needs/Disabilities: Children who are identified as having SEND will be supported in the following way:

- Differentiated and scaffolded tasks to achieve the learning objectives and success criteria
- Hands on equipment
- Multi-sensory learning opportunities
- Extra adult support, when required
- Additional visual cues
- Learning opportunities which reflect Personalised Learning targets
- Mixed ability and homogeneous groupings
- Specialised targets which are reflected in planning
- Differentiated homework

Children with special educational needs/disabilities sometimes require specialist provisions to be made. Children have a learning difficulty if:

- *They have significantly greater difficulty in learning than the majority of children of the same age*
- *They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.*

The school aims for early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENCO of concerns regarding a child's learning. The SENCO then ensures further assessment and support (Refer to SEND Policy for further details).

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- 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 promoting racial harmony and preparing children to live in a diverse society?

Children with Disabilities: The school is committed to providing an environment that allows all children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the work undertaken by children who have a disability:

- Consider their pace of learning and the equipment they use
- Consider the effort and concentration needed in oral work or when, for example, using vision aids
- Have their learning adapted or are offered alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Are given opportunities for to take part in educational visits and other activities linked to their studies wherever possible
- Are included in approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and to use visual resources and images both in art and design and in design and technology
- Use assessment techniques that reflect their individual needs and abilities
- Consider their behaviour and make reasonable adjustments to accommodate this

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. 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 specialists to support the child. In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school's governor with responsibility for special educational needs would also be 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.

Inclusion – Racism and Homophobic Bullying: The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all children, regardless of ethnic or social background. All racist and homophobic incidents are recorded and reported to the local governing committee by the Co-Headteacher. The school

contacts parents of those children involved in these incidents. Further details are to be found in the schools Behaviour and Anti-Bullying Policy.

Summary

At St Mary's Hampton CoE 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.

Please refer to additional school policies for further information

- Anti-Bullying & Racism Policy
- Preventing Extremism and Radicalisation Policy
- Behaviour Policy
- EAL policy
- SEND policy
- The Equality Act 2010: advice for schools May 2014
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND information report Regulations (2014) (see www.sendgateway.org.uk)