Inclusion Policy

Harvington C of E First and Nursery School

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Governors Responsibility: Safeguarding

This policy is an overarching policy, true to the school's vision and aims. It makes clear the importance of leadership, the culture within the school, policy and practice. Our inclusion policy is to be linked to other school policies; teaching and learning, SEND, equal opportunities, health and safety, behaviour, anti-bullying, safeguarding and admission.

Our Vision, is shared and valued. It is displayed in all teaching areas and is prominent in the School Prospectus.

We aim to provide a stimulating learning environment that is varied according to the age of the child and takes place across the whole curriculum.

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 pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society
- Developing a close partnership with the whole community
- We aim to be an inclusive school and offer equality of opportunity and diversity to all groups of pupils within 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 and disabilities
- Pupils who are gifted and talented
- Pupils who are looked after children
- Pupils who are service children
- Pupils who are vulnerable children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

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

- Setting suitable learning challenges
- Providing a broad and balanced curriculum that gives our children an experience and understanding of different cultures and religions
- 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, driven by the leadership team
- Ensuring the safeguarding, health, safety and welfare procedures are our priority
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We should secure inclusive education for our pupils by constant review and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school? Are all our staff happy to be in school?

Children with Disabilities

Some children have disabilities and consequently need additional resources. The school is committed to provide an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for child wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have a full bathroom management area to provide any extra support/facilities that may be required.

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 ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Uses assessment techniques that reflect their individual needs and abilities.

In response to the Disability Act, the governing body continues to review how the school can be made more accessible for disabled children. Should the need arise the governors would consult external agencies for further advice.

Racism and inclusion

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our 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 pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

Summary

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

All members of our community are valued, can feel secure and are offered opportunities to learn.