

Sibsey Free Primary School

Inclusion Policy



Approved by: Headteacher/Governors

Date: December 2021

Last reviewed on: December 2019

Next review due by: December 2023

Sibsey Free School

Inclusion Policy

This policy is built around the five outcomes of the 'Help Children Achieve More' Agenda. Sibsey Free School promotes strategies as follows:

➤ **Being Healthy**

Children will be supported through a variety of measures to ensure that they are physically, mentally and emotionally healthy.

➤ **Staying Safe**

A safe and secure environment is provided to enable all learners to achieve their full potential.

➤ **Enjoy and Achieve**

Children of all abilities are supported to achieve personal and social development.

Opportunities are provided for all pupils to achieve their full potential regardless of educational need.

An environment is provided where all pupils regardless of any physical disability can access the social and educational aspects of School.

Inclusive learning is encouraged and supported irrespective of age, gender, race, culture, religion/belief, disability, sexual orientation, academic, social and emotional needs.

Pupils with EAL have equal opportunities to achieve and reach their potential.

➤ **Making a Positive Contribution**

Where possible children will be involved in decisions about their future role in School.

Positive behaviour in the community which shows respect for others is encouraged.

Confidence raising opportunities are provided which enable children to deal positively with life changes and challenges.

➤ **Achieve Economic Wellbeing**

Children are provided with the preparatory life skills to enable independent living and economic wellbeing.

Inclusion Statement

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children.

Policy Statement

It is the aim of this Policy to develop the full potential of individual pupils to prepare them for their roles as adult members of society. Inclusion is concerned with overcoming barriers to access and participation in education. Diversity of need should be reviewed as an opportunity to support the learning of all students.

We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical. Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum.

We aim to provide for pupils who are Talented and More Able and recognise that they may need special provision in order to cater for their specific needs.

This policy is designed to ensure that every child in the school is granted equality in everything the school does. 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 the pupils.

This policy helps to ensure that the school promotes the individuality of all of its pupils.

In order to maximise individual potential and ensure that pupils of all ability levels are well equipped to meet the challenges of education, work and life, we will:

- Design a curriculum to promote a full range of learning, thinking and life-skills.
- Provide a broad, balanced and relevant curriculum.
- Use a flexible and responsive approach to teaching and learning styles.
- Equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Develop a close partnership within and with the whole community.

We aim to be an inclusive School and offer equality of opportunity and diversity when needed to all groups of children within School. These groups include:

- Boys and girls.
- Pupils from different religions/beliefs, ethnicities, travellers, asylum seekers, refugees.
- Pupils from different cultures/backgrounds
- Pupils with different family structures and arrangements
- Pupils who have English as an additional language.
- Pupils who have Special Educational Needs or Disabilities.
- Pupils who are Talented and More Able.
- Pupils who are Looked After children or who were previously Looked After.
- Pupils who are eligible for Free School Meals.
- Pupils who are at risk of exclusion, young carers, or children with medical needs.
- Pupils who join the school mid-year/mid-term.

We aim to provide an adapted curriculum that meets the needs of all pupils by:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment.
- Providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups of children.

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 Senior Leadership Team.
- 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 will secure inclusive education for our pupils by constantly reviewing and evaluating what is done:

- Does each child 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?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and Learning

We aim to give all of our pupils the opportunity to succeed and reach the highest level of personal achievement. Analysing and monitoring the progress of pupils enables teachers to use this information when planning

lessons, and to take into account the abilities and specific progress of all pupils. This allows teachers to plan work that enables pupils to succeed by meeting their individual needs.

Teachers ensure that all pupils:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully, regardless of disabilities, or medical needs.

Children with Disabilities

All reasonable steps are taken to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to non-disable pupils.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning by:

- Taking account of their pace of learning and the equipment they use;
- Take account of the effort and concentration needed in oral or written work, or when using aids e.g. visual enhancers;
- Adapting activities or using different materials;
- Ensuring they can take part in educational visits, out of school activities, etc insofar as is possible;
- Assess using techniques that reflect the individual needs and abilities.

Disapplication and Modification

The school can, where necessary and appropriate, modify or dis-apply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

In exceptional circumstances, the school may decide that modification or disapplication is the correct procedure to follow.

For pupils with visual difficulties, the school will request modified assessment materials as required. Internal assessments will be modified/enlarged to meet the pupil's needs.

Governing Body Role

The Governing Body of Sibsey Free School is ultimately responsible for ensuring that the School provides an inclusive education for all its Pupils.

School Staff Role

The Headteacher is responsible for ensuring that all necessary steps are taken by the School to promote inclusion in all areas of school life. All Staff also have this same responsibility to ensure inclusion at all levels as far as possible.

Parent/Pupil Voice

The views of both Parents and Pupils will be sought and they will be actively involved in decision-making that has a direct impact on the Pupil.

Partnership with Parents/Carers

Staff and Parents/Carers work together to support all Pupils. Events are held in School, and within the Community. Meetings are held with Parents and Pupils, and with relevant support agencies when necessary.

Pastoral Support and Life Skills

Whilst overall Pastoral Support is the responsibility of the Headteacher, all members of Staff promote and practice emotional support. Concerns can also be raised through 'Pupil Voice' i.e. the School Council.

The School's PSHE Policy which includes the promotion materials that aim to equip children for life.

Other Relevant Policies

The following Policies should be read in conjunction with this Policy: Special Educational Needs and Disabilities, Talented and More Able, Accessibility Plan, Disability and Accessibility Scheme, Medical Needs, Curriculum Adaptation, Equality & Diversity, Behaviour, Anti-Bullying, Public Sector Equality Duty.

Working with Parents and External Agencies

We value and promote the value of positive parental involvement, which is important for the success of all children.

We also value the advice of specialist services and the support they can offer, and positively promote links with all agencies who can enhance Pupils' learning and provide enhanced opportunities for learners.

Complaints

Any Parent who feels that the School is not meeting the needs of their child should in the first instance discuss their concerns with the Class Teacher and/or the Headteacher. If this does not resolve the difficulties, then Parents will be referred to the School's published Complaints Procedure.

Review

This Policy will be reviewed every two years.