

Hope Brook Church of England Primary School



Inclusion Policy

The staff and governors are committed to the development of each child in a positive, healthy and respectful learning environment to encourage all children to achieve their fullest potential.

We want all the children and adults to achieve success through their own efforts, teamwork, self-discipline and motivation; and through links with the Church, the local community and the global community, work towards a better future for themselves and the world in which they live.

Introduction

At Hope Brook Church of England Primary School, the achievements and attitudes of every young person matters. We are fully committed to ensuring a culture of equal opportunities. Everyone should have the opportunity to join with their peers in the curriculum and life of the school. Inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, attainment and background. We aim to monitor the provision for and the achievement of all individuals within the school.

Aims and Objectives

We plan our curriculum to extend our children's knowledge and experience of other cultures, languages and celebrations. Our curriculum reflects the diversity of our society and not just our community. We encourage children to explore in a positive way the differences and diversity of people. We positively challenge stereotypes and approach discrimination pro actively; a positive learning culture and an inclusive curriculum inspire understanding and harmony. Ensuring everyone is treated fairly, achieves their potential and has an opportunity to learn effectively without interference or disruption is key to our positive learning culture.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning objectives
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment
- Providing other curricular opportunities outside the National Curriculum

Teaching and Learning

We aim to give all children at Hope Brook the opportunity to succeed and reach the highest level of personal achievement and citizenship. We analyse the attainment of different groups of pupils to ensure all children are achieving to their potential.

Everyone in school has a responsibility to ensure that children:

- Feel secure and knows their contributions are valued.
- Respect others and take responsibility for their actions
- Appreciate and value the differences they see in others
- Are taught in groups that allow them all to experience success
- Participate fully regardless of their needs.
- Access a range of materials which reflect a variety of social and cultural backgrounds, without stereotyping.
- Access a curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed
- Access a physical environment that is appropriate / adapted for the needs of our pupils and staff
- Are encouraged to participate, regardless of medical or physical needs

Admissions Policy

All applications for places at our school will be treated fairly. No child will be refused a place in our school because of their special need, disability, race, gender or background.

Children with Disabilities

Hope Brook C of E Primary School is committed to providing an environment that allows children with disabilities full access to all areas of learning. We work closely with specialist agencies and use specialist furniture and equipment as and when necessary.

Teachers always ensure they take account of:

- Individual pupil needs
- Additional equipment that is required to enable pupils to access learning
- Pupils pace of learning and any equipment that aids their understanding
- Additional effort pupils with specific needs may need to exert
- Adaptations that will be required to enable all pupils to participate in school trips and visits

Curriculum Modification

At Hope Brook, we willingly modify the curriculum to cater for the varied learning needs of pupils. Teachers closely monitor the impact of these adaptations.

In exceptional circumstances, we may decide that it is appropriate to follow a disapplication process, particularly when considering whether a pupil should take external assessments. When such a decision is made, parents and the Local Authority will be fully involved in the process. The governor responsible for SEND will also be closely involved in this process.

Monitoring, evaluating and reviewing

Monitoring and reviewing achievement is embedded in our teaching and learning ethos. We achieve educational inclusion by continually reviewing what we do, through asking ourselves questions such as:

- 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 are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- Do we provide every opportunity for all our pupils to participate in every aspect of school life?

Date of policy: June 2019

Date of review: June 2024

This policy was formulated in consultation with the Headteacher and teaching staff.

This policy was accepted by the Governing Body at their meeting on Wednesday 26th June 2019, and will be reviewed in five years.

Signed


Chair of Governors

Signed


Headteacher

Appendix 1

We are aware that specific groups of pupils are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups may include:

- boys and girls
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language
- pupils with disabilities
- pupils with special educational needs
- gifted or talented pupils
- ‘looked after’ children
- Children with medical needs
- young carers and children from families under stress
- pupils who are at risk of disaffection and exclusion

Appendix 2

The term ‘partners’ refers to all interested parties. The partners involved will vary depending upon individual needs.