

# Inclusion Policy



## 1 Introduction

1.1 At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

1.2 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, disability, attainment or background. Some groups and individuals may be more vulnerable and/or have more barriers to inclusion. We aim to break these barriers down and aim to make learning and opportunities as equitable as we possibly can.

## 2 Aims and objectives

2.1 Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

Children who need support to learn English as an additional language.

Children with additional learning needs.

Children of different genders.

Children from minority faiths, ethnicities, travellers, asylum seekers, refugees.

Children with special educational needs.

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.

Children who are young carers.

Children who are CiC (Children in Care ) or Post-CiC.

Children with Social, Emotional and Mental Health needs.

2.2 From the Early Years, including 0-3, we aim to plan a curriculum that meets the specific needs of individuals and groups of children. We do this through:

setting suitable learning challenges based on thorough assessment;

responding to children's diverse learning needs;

overcoming potential barriers to learning and assessment for individuals and groups of pupils;

providing other curricular opportunities outside the Early Years Curriculum and National Curriculum to meet the needs of individuals or groups of children. (This includes Speech and Language Therapy, mobility and other training.)

### **2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:**

do all our children achieve as much as they can across the curriculum and wider opportunities?

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 preparing pupils to live in a diverse society?

**We identify needs through:**

Putting the voice of children and their parents/carers first- through discussion and close home/school links.

Sharing any concerns we may have regarding a child with their parents/ carers and then seeking to work together with them, for the good of the child.

Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of children.

Monitoring of the achievement and well-being of all our children.

Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan.

Correctly identifying (using a range of tools including the Learning Difficulty Screen, Thrive, Launchpad, Early Years Screen) and then involving specialist professionals.

Taking care to ensure that vulnerable children, including those with additional or Special Educational Need or Disabilities are appropriately supported.

Tracking and supporting the involvement of all children in the wider school life/extra-curricular opportunities

## **3 Meeting the Needs of all Children**

**(See also the school policies on Special Educational Needs, Equal Opportunities, and English as an Additional Language.)**

**3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. As a school, we aim to provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.**

**We are committed to developing and deploying our resources to best reflect the various levels of need experienced by pupils. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons. This is assessed using PIVATS- Performance Indicators for Valued Assessment and Targeted Learning. If the children are working below a Year 1 stage, we use the Sir Charles Parsons Assessment and Reporting Tool (SCART) including the Engagement Model.**

**3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.**

**3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers may use materials from the next year group but more importantly extend the breadth of work within the area or areas for which the child shows particular aptitude.**

**3.4 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.**

**3.5 Teachers ensure that 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 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;  
have challenging targets that enable them to succeed;  
are encouraged to participate fully, regardless of disabilities or medical needs.

**3.6 EAL(English as an Additional Language) (See EAL Policy)**

**Our main aim is for all EAL children to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.**

**Teachers are supported by our EAL Coordinator to ensure teaching strategies meet the needs of children who are developing their understanding of English.**

**We believe that children learn English best when they are working collaboratively with English speaking children, so it is not our usual practice to withdraw children who are just beginning to learn English. However, where it is needed, additional support is provided.**

**3.7 SEN (Special Educational Needs)**

**Children with special educational needs have learning difficulties that call for special provision to be made.**

**All children may have Special Educational Needs at some time in their lives.**

**Children have a learning difficulty if:**

**They have significantly greater difficulty in learning or in areas of personal development 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 SEN Policy for further details).**

**3.8 Children with Disabilities**

**The school is committed to providing an environment that allows all children full access to all areas of learning,**

**including extra-curricular clubs, visits and residential. Teachers modify teaching and learning as appropriate for all children. 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 learning undertaken by children with a disability:**

**Is adapted to ensure all children achieve highly and fully participate in all areas of the curriculum.**

**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, for example, using 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 all educational visits and other activities.**

**Uses assessment techniques that reflect their individual needs and abilities.**

**Takes account of children whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this.**

### **3.9 Inclusion: All backgrounds and genders**

**The diversity of our society is actively taught and reflected throughout our curriculum. Our PSHE and SMSC curriculum helps our children to understand their society and the differences and similarities between us.**

**Assemblies and whole school events regularly celebrate our diverse Bridgewater Community.**

**All racist incidents or homophobic incidents are challenged and are recorded and reported to the governing body by the headteacher.**

## **4 Disapplication and modification**

**4.1 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 or modification. 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 agencies to support the child.**

**4.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely 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.**

## **5 Summary**

**5.1 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 our children into account when planning for learning.**

A disability equality assessment has been carried out on the policy and the guidance contained in it. Implementing this policy ensures the same opportunities are provided to all pupils and supports Equality and Diversity.

**Date: Spring 2024**

**Review: Spring 2027**