

Inclusion Policy

(to be read in conjunction with the Equality Policy)

Our Christian Vision is that - Everyone is welcome.

Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with **courage, compassion and creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

This is founded in 1 Peter 4:10 - 11 "God has given each of you a gift from his great variety of gifts. Use them well to serve one another."

"Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning. . . Every child has unique characteristics, interests, abilities and learning needs . . . Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs. . . Mainstream (settings) with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all."

The Salamanca Statement (adopted in July 1994 following an international education conference in Salamanca, Spain)

Introduction

At Longhoughton CofE Primary School we believe that everyone has a right to equality of opportunity. We believe that all children, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides.

Our school is open to every child in the community, and our aim is to ensure that all children are treated fairly irrespective of any protected characteristic (see footnote) or social background. All children have a right to learn in an environment that is free from harassment, intimidation and unlawful discrimination and also one in which they are encouraged to realise their full potential.

We acknowledge and value where each child 'is at' and provide opportunities and experiences to help them move on to the next stage in their development. We have the highest expectations of all children. We plan our curriculum to extend our children's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of society, and is not just representative of the school community. We encourage children to explore in a positive way the differences and diversity of people. We positively challenge, in everyone, stereotypes and assumptions, and actively seek to combat all forms of unlawful discrimination, harassment and bullying.

Educational inclusion is about equality of opportunity, for all children, whatever their protected characteristic, attainment and background. It ensures particular attention to the provision made for and the achievement of different groups of children within a school. We are aware that specific groups of children are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups include:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees

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N.B. in 2019 Protected Characteristics were Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

- children who need support to learn English as an Additional Language (EAL)
- children with disabilities
- children with special educational needs
- children 'looked after' by the local authority
- other children, such as sick children, young carers and children from families under stress
- any children who are at risk of disaffection and exclusion
- children who change school more frequently due to the nature of their parents' employment
- children whose parents have disabilities, special educational needs or protected characteristics.

Our Commitment

At Longhoughton CofE Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that all our children;

- make good progress and achieve
- are able to learn effectively, without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad, balanced and relevant curriculum
- feel safe, secure and happy within the school setting

We take seriously our legal duties regarding unlawful discrimination. The following statutory school policies and procedures are key tools which support us in increasing inclusive practice and should be considered alongside this policy:

- *Equality & Diversity Policy*
- *Policy for Special Educational Needs*
- *Access Plan in response to the Disability Discrimination Act*

To further support us to fulfill our commitment to inclusive practice we use the three principles for inclusion which are part of the Statutory Inclusion Statement within the National Curriculum Handbooks. The three principles are:

A. Setting suitable challenges

Within the Unique Child strand of the Early Years Foundation Stage (EYFS), children are all taught to their individual needs. Children who are working below or above their peers receive additional 1 to 1 time with an adult, in addition to differentiated activities.

Following on from the EYFS Curriculum we plan our curriculum using the National Curriculum however, we recognise that we must plan to teach in ways that suit our children's abilities and their individual starting points. We use the flexibility within the National Curriculum to choose the most appropriate knowledge, skills and understanding from the programmes of study to enable children to make progress and demonstrate their achievements. Our short term planning is differentiated to match individual needs.

B. Responding to pupils needs and overcoming potential barriers for individuals and groups of pupils

We set high expectations and provide opportunities for all our children to achieve. As a staff, we are aware that our children bring to school different experiences, interests and strengths which will

influence the way they learn. We ensure our planning includes a variety of approaches to teaching and learning to ensure all children can actively take part in lessons fully and effectively.

We recognise that some children will have particular learning and assessment requirements which, if not addressed, could create barriers to effective learning.

This includes children with:

- special educational needs
- disabilities
- those at an early stage in learning English as an additional language

For these individuals or groups of children our approach to teaching and learning includes making 'additional to' or 'different from' provision to enable them to participate effectively in the curriculum and assessment activities. **Monitoring, Evaluation and Review**

Our commitment to inclusive practice is meaningless unless we actively monitor the impact of this commitment on the experiences of our children in all areas of school life.

We collect information on the effectiveness of our inclusive practice through the following channels:

- collection of data relating to progress and achievement in core curriculum areas
- incident records relating to: bullying; inappropriate behaviour (in class and at unstructured times); internal exclusions of children; short-term and permanent exclusions and discriminatory incident recording forms
- evidence records from our regular programme of lesson observations
- the views and experiences of our children collected through our School Council and as part of our ongoing Personal Social and Health Education and Citizenship programmes
- the views and experiences of our parents/carers collected through informal one-to-one discussions and through questionnaires

Using this wide range of information we analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are under-achieving.

Our next step is to explore why this is happening and whether there are well-founded explanations for the differences we have identified. If this is not the case we identify what action the school will take to improve our inclusive practice, set specific performance indicators and review the effectiveness of this action.

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