

TEMPLENEWSAM HALTON PRIMARY SCHOOL



INCLUSION POLICY

Statement for Inclusion

We are committed to giving all our children every opportunity to achieve the highest of standards. We will ensure that all children, including those with SEND, have full access to all aspects of school life and achieve their full potential. We value the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background. We do this by taking account of children's varied life experiences and needs, providing them with a good quality, meaningful and creative curriculum and having high expectations for all. The achievements, attitudes and well-being of all of our children matter.

Aims and Objectives

We aim to:

- provide equality of opportunity for all our children and to eliminate prejudice and discrimination
- actively seek to overcome barriers to learning and participation that can hinder or exclude individuals or groups of children
- provide opportunities to enable every child to make a positive contribution to our school and community
- identify and respond to a child's diverse and individual needs
- provide an environment in which all our children feel safe and secure
- build and maintain trusting relationships with parents and carers
- promote self-worth and self-esteem
- provide a broad, balanced, meaningful and creative curriculum which meets the requirements of the Early Years framework and National Curriculum

- provide quality first teaching with differentiation which is matched to the learning needs of the children
- ensure differentiation does not limit progress or potential but instead accelerates this
- make reasonable adaptations and adjustments to the curriculum and teaching materials to ensure all children have equal opportunities
- provide wider curriculum opportunities to develop the whole child
- promote effective relationships with external agency professionals to ensure the highest quality provision
- address racism, sexism and bullying

We recognise the diverse number of different groups of children we have in our school and identify vulnerable groups that may require additional support:

- Girls, boys and transgender
- Children with Special Educational Needs or Disabilities (SEND)
- Children with English as an additional language (EAL)
- Children Looked After (CLA)
- Disadvantaged children (Pupil Premium)
- Children with medical condition or need
- Able, gifted and talented children
- Travellers, asylum seekers and refugees
- Minority, ethnic and faith groups
- Children from armed forces families
- Children at risk of disaffection or exclusion

Teaching and Learning

Teachers ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the difference they see in others
- Take responsibility for their 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
- Access a curriculum that allows for a range of different learning styles
- Have challenging targets that enable them to succeed

- Are encouraged to participate fully regardless of disability, medical or emotional needs
- Teaching and learning is differentiated appropriately and additional or adapted resources are provided as support
- Are able to access educational visits and residential trips

Disapplication and Modification

It may be necessary to modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. We make every effort to meet the learning needs of our children, without recourse to disapplication or modification. We would only do this after detailed consultation with parents and carers, SEND Governor and the Local Education Authority.

Families and the Wider Community

The knowledge, views and first-hand experience parents and carers have regarding their children is valued for the contribution it makes to their child's education. Parents and carers are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Inclusion at Templenewsam Halton Primary School also stretches to encompass the needs of our parents and carers. We aim to make families aware of the support that is available through signposting and referrals whenever possible to external agencies.

Summary

In our school we value each child as a unique individual. We strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Further Information

Please refer to the following policies which are available on our website:

- SEND Policy
- Accessibility Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health Care Policy
- Safeguarding Policy

Templenewsam Halton Primary School Inclusion Policy is written in line with:

- Equality Act 2010

- SEN Code of Practice: 0-25 years 2014
- Mental Health and Behaviour in Schools 2018
- Supporting Pupils at School with Medical Conditions 2015

Reviewed and Updated - March 2022 **Agreed** - May 2022