

	<h2>South Bersted CE Primary Inclusion Policy</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Autumn 2018
Date of Review	Autumn 2021
Member of staff responsible	Business Manager
Policy created by	South Bersted School
Signed by Chair of Governors and/or Headteacher	

The school values the individuality of all our pupils and we are committed to giving every pupil the opportunity to achieve the highest of standards. 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 children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Admissions Policy

At South Bersted C of E Primary School we follow the LA school admissions policy, copies of which are included in the school prospectus. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEN, gender, race, culture, language, religion, and social background. All our pupils have equal access to a broad and balanced curriculum. It is our intention to provide individualised opportunities and resources in an environment which meets the needs of individual children.

Inclusion Manager

Our school has an Inclusion Manager; a member of the Leadership Team. The Inclusion Manager takes a leading role in co-ordinating support and provision, particularly regarding pupils and families within potentially vulnerable groups.

Aims and Objectives

Our school aims to be an Inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. 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:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with Special Educational Needs or Disabilities (SEND)
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers
- Free School Meal children
- Children Looked After
- Pupils with Poor Attendance
- Pupils who are Young Carers
- Pupils whose family are in crisis or under great stress

We plan a curriculum that meets the specific needs of individuals and groups of children.

We meet these needs through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

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

- Do all our children achieve their best?
- 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 promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Appropriate intervention may be planned to address areas of need. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area of areas for which the child shows particular aptitude.

Teachers ensure 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
- 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
- Appreciate diversity through their teaching
- Understand that inequality and discrimination is wrong and any such incidents will be treated seriously

Resources

The Headteacher and staff will:

- Ensure that resources used do not contain bias or stereotyping
- Ensure that resources and displays used in school portray positive images of different people and cultures and incorporate British Values

Pupils' role is to:-

- Make everyone feel welcome
- Cooperate and collaborate with each other and with staff
- Be kind, gentle and helpful to each other
- Treat everyone in the school communities with respect
- Follow our school rules

Children with Physical Disabilities

Some children in our school may have physical disabilities and consequently need additional resources. The school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have wheelchair accessible toilet facilities and a shower room located within our Reception Class area.

We will work closely with outside agencies who are able to advise in regard to specific learning needs, and teachers modify teaching learning as appropriate. For example, pupils with disabilities may be given additional time to complete certain activities.

Teachers ensure that the work for a child with disabilities:

- Takes account of their pace of learning and the equipment they use
- 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 participation in educational visits and other activities
- Uses assessment techniques that reflect the pupil's individual needs and abilities

The school has an accessibility plan which is reviewed annually.

Racism and Inclusion

The diversity of our society is addressed through our curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Local Authority. Further details are to be found in the school's Equality Policy.

Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able, and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in extra curricular activities. Successful inclusion should promote every child's belief in themselves as a learner and valued member of our school community.

Successful inclusive provision at South Bersted CE Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

SUMMARY

At South Bersted CE Primary 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.