



ST. ANNE'S COPP CE PRIMARY
SCHOOL, GREAT ECCLESTON



INCLUSION

POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

DATE SEPTEMBER 2023

Approved by GB: September 2023
Next review due: November 2025

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, promote **justice** and possess **aspirations** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

The school curriculum incorporates our values and aims and is designed to provide equal opportunities for all children regardless of age, gender, ability, ethnicity, disability, attainment or background.

We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and 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 religion, ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and acknowledge their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

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.

This policy applies to those pupils who:

- have learning, physical, communication, sensory and/or medical needs
- are able, gifted and talented;
- have or experience behavioural, emotional and social needs;
- reflect social and cultural diversity;
- have attendance difficulties;
- experience significant ill health;
- have relatives to care for;
- use English as an additional language;

- have residency in this country or may be refugees or asylum seekers;
- have a mobile life style as travellers;
- are 'looked after' children;
- live in poverty or who may be homeless;
- bully or who are victims of bullying;
- are bereaved;
- are felt to be vulnerable children for other reasons;
- are traumatised.

AIMS

The school aims to:

- help pupils develop their personalities, skills and abilities
- provide appropriate teaching which makes learning challenging, enjoyable and successful
- provide equality of educational opportunity
- build a culture of tolerance and acceptance of all and mutual respect where all are valued
- ensure implementation of government and LA inclusion recommendations
- ensure the school's inclusion policy is implemented consistently by all staff
- ensure any discrimination or prejudice is eradicated
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- ensure all pupils have access to an appropriately differentiated curriculum
- recognise, value and celebrate pupils' achievements, however small
- work in partnership with parents/carers in supporting their child's education
- guide and support all staff, governors and parents in inclusion issues
- initiate reasonable adjustments wherever possible
- celebrate diversity and difference.

The SENCO and SEN Assistant will:

- work positively with all members of the school community to promote inclusion
- induct new staff in the school's commitment to inclusion
- monitor and assess inclusive provision
- work with staff to identify barriers to learning and provide staff with appropriate strategies
- monitor pupil progress
- monitor the progress and well-being of vulnerable children
- co-ordinate external specialist provision.

The SENCo is responsible for keeping the Governor for Special Educational Needs (Caroline Clayton) informed about inclusive provision in the school.

PROVISION

Provision will be made available for pupils with Education and Health Care Plans (EHCP), where appropriate, who require specialist personalised learning programmes.

Children may also access external services as identified through the Graduated Response (see SEN Policy).

A range of extra-curricular activities are available during lunchtime and before and after school to which all children are given access.

These include GECCOES, Keyboard, Guitar, Football, Dance, Gardening, Ju-Jitsu, Acting, History, Coding, Sports For All (multi sports), Reading Club, Art Club, and Christian Club.

A Learning Mentor (Mrs Taylor) is available to talk to children in need and to support families or staff when necessary. She works with the local hospice and bereavement counsellors. She is also available to support any children who are presenting with worries or concerns.

Copp School Council – works with a member of teaching staff (Mrs Jones) on specific issues in school but members of the school council also offer a listening ear and a pupil voice, as do the Head Boy and Girl and Deputy Head Boy and Girl.

Worship and Values Committee – works with a member of staff (Ms. Loughran) on ensuring we live out our Christian ethos spiritually, emotionally and developmentally.

The planning of lessons takes into account each individual child and focuses on needs where necessary along with celebrating successes and special talents. We take specific action to respond to pupils' diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches;
- using appropriate assessment approaches;
- setting smaller targets to achieve success in learning.

ASSESSMENT PROCEDURES

We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers regularly moderate and analyse samples of pupils' work and achievements across the curriculum.

Pupil progress is monitored and reviewed termly. Progress is shared with parents on a termly basis at the very least. See Assessment Policy for details of pupil tracking.

WORKING WITH PARENTS

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCO or Headteacher if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress.

PROFESSIONAL DEVELOPMENT

The Headteacher oversees the professional development of all teaching staff and teaching assistants. Relevant information from external and internal INSET is disseminated to all staff. We aim to ensure that there is a good balance of training to enhance the skills of all staff. Staff are expected to observe good inclusive practice within the school and also in other schools.