

# Sneyd Green Primary School

## Inclusion Policy



*"Together we make a difference."*

*This policy promotes the successful inclusion of all pupils at Sneyd Green Primary School.*

## INTRODUCTION

*At Sneyd Green Primary School we are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all of the children in our school, regardless of their age, gender, ethnicity, attainment or background.*

## AIMS AND OBJECTIVES

*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:*

- Girls and boys*
- Minority ethnic and faith groups*
- Children we receive Pupil Premium*
- Children who need support to learn English as an additional language*
- Children with special educational needs and / or disabilities*
- Gifted and talented children*
- Any children who are at risk of disaffection or exclusion*
- Children who are looked after*

*We aim to provide a stimulating learning environment that is varied according to the age of the child and across the whole curriculum. This helps to ensure that pupils of all ability levels, and staff at differing stages of their career, are well equipped to meet the challenges of education work and life.*

*We do this by:*

- Designing a curriculum to promote a full range of learning, thinking and skills*
- Providing a broad, balanced and relevant curriculum*
- Using flexible and responsive teaching and learning styles*
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible, valued members of society*

- Continually striving to develop a closer partnership with the whole community, particularly parents, governors and friends of the school

## TEACHING AND LEARNING

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. When planning work, teachers take into account the attainment of all of their children and ensure that lessons are differentiated to meet the learning needs of all. Children are consulted so that lessons planned meet their interest. Teachers ensure that all children know their next steps to learning and provide them with time to reflect on past lessons.

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 all activities wearing clothing that is appropriate to the lesson and their religious beliefs
- Are all able 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 and safely, regardless of disabilities or medical needs

## MONITORING AND REVIEW

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

- Do all our children achieve and progress as well as they can?
- 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?

Monitoring and review is carried out on several levels through:

- DC Pro s individual progress tracking data management system
- Termly assertive mentoring interviews and the setting of individual learning targets
- Half termly assessments in reading, writing and maths
- Performance Management on all levels
- Data Analysis by the Senior Leadership team, which feeds into the school self-evaluation
- Tracking and monitoring impact of focussed and intervention programs of support

### PROCEDURES FOR CONCERNS.

We will make our best endeavours to ensure that all children are fully included in the full life of the school and thus make progress to reach their own individual potential. If there are any concerns we encourage parents to approach the class teacher in the first instance. A response from the class teacher, the SENCO or the head teacher (as appropriate) will be made as soon as possible.

### ASSOCIATED POLICIES

Please give due regard to associated school policies:

Special Educational Needs and Disability, Anti-Bullying, Behaviour, Equality, Accessibility, Health and Safety, Attendance, Safeguarding, Curriculum subject policies, Off site visits.

Mrs K D Tideswell - SENCO

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This policy will be reviewed bi-annually.