

Inclusion Policy (Pupils)

History of document: To be reviewed annually and re-approved every three years, or sooner if deemed necessary.

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Rationale

The Trust are committed to meeting the individual needs of all young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extra-curricular activities and by providing support which is tailored to individual needs.

We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, work within and visit the Trust and its schools.

We want all members of our Trust community to feel a sense of belonging within their schools and the wider community and to know that they are respected and able to participate fully in school life.

We are committed to giving all of our children every opportunity to achieve the highest of standards.

Aims and objectives

1. To ensure equality of opportunity for all our pupils in all areas of school life.
2. To ensure that individual strengths are recognised and all pupils achieve their potential.
3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
4. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
5. To use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses amongst the following groups:
 - girls and boys;
 - disadvantaged pupils (Pupil Premium)

- ethnic groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion.
- travellers

Procedures

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

- do all our children achieve their full potential?
- 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 full potential?
- are our actions effective?
- are we successful in promoting the values of our Trust and preparing pupils to become active citizens in a diverse society?

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. The Trust recognises its responsibility to meet the needs of all children and ensure that they:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- 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;
- participate fully, regardless of disabilities or medical need

Common understanding of inclusion:

- all policies and practices are underpinned by a commitment to inclusion
- staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- inclusion is promoted amongst students through the PSHE programme, assemblies and day to day interactions with staff
- positive language and images are used when referring to all students, particularly to those who are disaffected, disabled or have learning difficulties; students and staff are

encouraged to report use of discriminatory language and all allegations are taken seriously.

As part of high-quality teaching and ongoing assessment all teachers know the progress being made by every child and the next steps needed for learning.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through setting suitable learning challenges and responding to children's diverse learning needs.

All teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are differentiated so that all students are provided with appropriate pace and challenge; staff are given training and work closely with the SEND team to help students overcome barriers to learning; special arrangements are made in practical subjects so that all students can access all activities with due regard for health and safety; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images; a small minority of students will follow a reduced curriculum tailored to their needs through intervention programmes and disapplication.

If a child is making less than expected progress then the teacher will adapt their teaching to target the specific areas, this may include modifying teaching, use of apparatus or in class support. The majority of pupils' needs will be met through high quality teaching.

Teachers and Senior Leaders meet regularly to analyse pupil progress. These progress meetings will address the key questions above. Data is used to monitor pupil progress against targets and ensure adequate planning and provision is in place, at individual, class, year group and whole school levels.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers will ensure that lessons are planned to meet the next learning steps for the child identified.

When pupils are identified as having additional needs such as SEND, EAL or working at greater depth, the appropriate additional procedures will be followed.

The Trust is committed to providing an environment that allows disabled children full access to all areas of learning and school life. Our Single Equality Scheme identifies the positive actions that Trust schools take to support this and identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Our Single Equality Scheme sets out how we ensure equality for all groups within our school community.

The Trust strongly believes that all pupils should be able to use and benefit from school facilities and the education provided and no pupil, parent, member of staff or visitor should suffer racial, sexist or homophobic harassment or the fear of racial, sexist or homophobic harassment.

Extra-curricular provision

Extra-curricular activities, including after school clubs, concerts, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

Related documents:

- Single Equality Scheme
- Accessibility Plan
- SEND Policy
- Pupil Premium Strategy Statement