



# Sedgefield Primary School

Learning Together for Life

## INCLUSION POLICY

### Introduction

At Sedgefield Primary School, all children are equally valued. Through our school's ethos, mission statement, aims, policies, practices and provision, we strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to giving all our children every opportunity to achieve the highest of standards.

We believe this policy should be an overarching policy, true to the school's vision and aims. It makes clear the importance of leadership, the ethos within the school, policy and practice. Our inclusion policy is linked to other school policies: Equality & Diversity, SEN, Supporting Children with Special Medical Needs, Intimate Care, More Able and Talented, Behaviour, Anti-Bullying, Safeguarding, Care & Welfare and Looked After Children.

### Inclusion Statement

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Boys and girls;
- Children from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Children who have English as an additional language;
- Children who have Special Educational Needs;
- Children who have a disability or impairment;
- Children who are more able, gifted or talented;
- Children who are looked after by the Local Authority;
- Children who are or have been in receipt of free-school meals (i.e. entitled to Pupil Premium Funding/'Disadvantaged')
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

## **Aims**

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents and contributions of all our children, so that everyone feels secure and knows that they are valued;
- Celebrating diversity and appreciating and valuing the differences we see in others;
- Through our behaviour system, Family Groups and PSHCE lessons, ensuring that children take responsibility for their own actions;
- Helping children to understand that everyone has the right to learn, be cared for and be happy in school;
- Providing high quality pastoral care, support and guidance, driven by the Senior Leadership Team and PSHCE Co-ordinator;
- Safeguarding the health, safety and welfare of children with linked policies and the caring ethos of the school, which permeates all we do;
- Listening and responding to the concerns of children and parents/carers;
- Taking care to balance the needs of all members of the school community.

## **Provision**

At Sedgefield Primary School we have always aimed to provide a stimulating learning environment, which challenges, nurtures and supports all children and engenders a sense of community and belonging. We aim to offer new opportunities to learners who may have experienced previous difficulties. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, maturity, home background and previous educational experience. We recognise that the curriculum we offer will always develop and change in order that we maximise individual potential and ensure that children are well equipped to meet the challenges of education, work and life.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills, which is broad, balanced and relevant (including extra-curricular and enrichment activities);
- Using flexible and responsive teaching and learning styles and differing groupings in order to respond to children' diverse learning needs and ensure they experience success;
- Equipping children with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society;

- Participating in activities wearing clothing that is safe and appropriate to their religious beliefs;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Setting suitable learning challenges and targets that enable all children to succeed;
- Overcoming potential barriers to learning and assessment;
- Encouraging all children to participate fully, regardless of disabilities or medical needs.
- Continuing to work in close partnership with the whole school community.

## **Monitoring**

We secure inclusive education for our children by constantly reviewing and evaluating what we do:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of children?
- What is in place for children who are not achieving their potential?
- Are our actions effective?
- Are all our children happy to be in school? Are all our staff happy to be in school?

The monitoring and future development of the school's work on Inclusion is undertaken by the Learning Together for Life Committee, which meets termly. Outcomes for groups of children are evaluated, leading to changes in practice if necessary. The SEN Governor, Equality & Diversity Governor Designated Teacher and Inclusion Co-ordinator/SENCo also have important roles in monitoring this policy and planning for future developments.