



ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: INCLUSION POLICY

Date: February 2024

Review Date: February 2026

Vision Statement

'Guided by God to love, trust, hope, serve and inspire the best in everyone.'

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

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- excellent achievement and progress in all that we do
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RATIONALE

At St Dunstan's, we believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and have an equal chance to benefit from our school and everything it provides. We ensure that our curriculum reflects the diversity of our society. We encourage children to explore in a positive way the differences and diversity of people. We positively challenge, in everyone, stereotypes and assumptions, and actively seek to combat all forms of discrimination. We use the flexibility of the National Curriculum 2014 and the Cornerstones curriculum 2014 to choose the most appropriate knowledge, skills and understanding to enable pupils to make progress and demonstrate their achievements.

Definition

Education Inclusion is about equal opportunities for all children whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for and the achievement of different groups of pupils within the school. We are aware that there are vulnerable groups of children who are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups include:

- children looked after by the local authority
- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- pupils who need additional support to learn English as an additional language
- pupils with disabilities
- pupils with special educational needs
- academically more able pupils
- other children, such as sick children, young carers and children from families under stress
- any pupils who are at risk of disaffection and exclusion

Principles

The National Curriculum 2014 Framework Inclusion principles are;

· Setting suitable challenges

Teachers will set high expectations for every pupil, (quality first teaching). We will plan and question all pupils, particularly those whose attainment is significantly above the expected standard to stretch and challenge their potential. An even greater obligation will be to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers will use appropriate assessment to set targets which are deliberately ambitious.

· Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

Teachers will take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and sexual orientation. A wide range of pupils have special educational needs, some of whom also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist equipment and different approaches. We recognise individual needs; many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Lessons will be planned and differentiated so that these pupils access the national curriculum subjects. We will take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. Teachers will provide teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Our Commitment

At St Dunstan's, we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that all pupils:

- **make good progress and achieve**

- are able to learn effectively without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad balanced and relevant curriculum
- feel safe secure and happy within the school setting
- Reach their potential both academically and personally

Monitoring, Evaluation and Review

Our commitment to inclusive practice is meaningless unless we actively monitor the impact of this commitment on the experiences of our children in all areas of school life. Using this wide range of information we analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are underachieving. We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data relating to progress and achievement in curriculum areas
- Incident records relating to: bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of pupils, short term suspension and permanent exclusions and discriminatory incident recording forms
- The views and experiences of our pupils collected through our school council and pupil questionnaire and as part of our ongoing Personal Social and Health Education
- The views and experiences of our parents/carers collected through informal one-to-one discussions, through questionnaires and formal parent consultations.

Our next step is to explore why this is happening and whether there are well-founded explanations for the differences we have identified. If this is not the case we identify what action the school will take to improve our inclusive practice, set specific performance indicators and review the effectiveness of this action. This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Assessment
- Equality
- Special Education Needs and Disabilities
- Equal Opportunity
- Equality Act Objectives
- Medical Conditions
- EAL