

**LEYLAND ST. JAMES' CE (AIDED) PRIMARY SCHOOL**

**Inclusion Care Policy**



*Leyland St. James' Primary School – a Christian family where all are valued, children achieve and the future begins.*

# **Leyland St. James' CE (Aided) Primary School**

## **Inclusion Policy**

**Inclusion implies respect for all persons in a celebration of their individual differences.**

**Leyland St. James' CE (Aided) Primary School has an ethos which respects and values the unique nature of each person involved within our Christian family.**

The 'Alliance for Inclusive Education' claims that, '*diversity brings strength to all living systems.*' Leyland St. James' CE (Aided) Primary School is committed to giving all of our children every opportunity to achieve the highest standards. We do this by 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 wellbeing of all of our children are our primary concern. Our school Mission Statement and ethos help us to ensure that this school promotes the individuality of all of our children, irrespective of ethnicity, age, ability, disability, gender or background.

### **The Principles of Inclusion**

- All staff should aim to give every pupil the opportunity to experience success in learning and advance towards their potential in all areas of learning, including social and spiritual development. Teachers should teach the knowledge, skills and understanding of the National Curriculum in ways that suit their children's abilities. It may sometimes be appropriate for pupils to make extensive use of content from an earlier or later key stage, depending on ability and progress. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example that may be experienced by travellers, refugees, those in care or those with long term medical conditions.)
- For pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context in planning learning which is appropriate to the age and requirements of their pupils. The school will also use its inclusion facilities to support both children and staff.
- Pupils whose progress is lower than expected, as predicted by national tests will be monitored and supported and a variety of strategies will be employed to effect improvement.
- Children identified as in the above 2 points will have access to specific intervention groups, and will be tracked using a provision map, with progress monitored half termly.
- For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably

challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects.

- For those children with significant challenges in their social and emotional development, inclusion and behavioural practices, including outside agencies, will be used to ensure successful inclusion.

## **Aims and Objectives**

Our school aims to be an inclusive school. 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 pupils. We make this a reality through the attention we pay to the different groups of pupils within our school.

- Girls and boys
- Minority ethnic and faith groups
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs and/or disabilities
- Children who are at risk of disaffection or exclusion
- Travellers
- Asylum seekers
- Pupils who have had long term absences
- Pupils who are 'school refusers'
- Pupils who have social or emotional problems
- Pupils who are gifted and talented

## **Reviewing our Inclusive Process**

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

- Do all of our pupils achieve their best?
- 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 as a school effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society
- How do we ensure that all children are resilient learners, who problem solve and strive for tolerance.

**Leyland St. James' vision of Inclusion:**

- **Respect for individual differences**
- **Access to a broad, balanced, relevant and appropriate curriculum**
- **A clear focus in high quality teaching and learning experiences with the infrastructure to support this**
- **A shared view between staff and students of appropriate behaviours**
- **Policy and practice that removes any 'barriers to learning'**
- **Parental/carer involvement at all aspects of school life.**
- **Access to appropriate support for young people, parents and teachers**

**Teachers at Leyland St. James' CE (Aided) primary school ensure that all pupils:**

- Feel secure and know that their contributions are valued
- Are resilient learners
- Appreciate and value the differences they see in others
- Are problem solvers.
- Take responsibility for their own actions
- Are taught in groupings that allow them to experience success
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully in the life of the school, regardless of disabilities or medical needs

**Children with additional and complex needs within the mainstream setting**

- All children, regardless of needs will be supported to access all or part of mainstream learning. This is done through:
  - Additional staffing

- EP action planning.
  - Clear communication with all children
- All children are expected to develop a strong understanding of other people's needs that go beyond the obvious physical disability. All children are supported to learn about problem solving, avoiding deliberate triggers and minimising risk. All children are expected to take responsibility in this area.
- All school members acknowledge that behaviours are a form of communication and should be supported. Sometimes behaviours may be ones of a verbal or physical aggression. Above support will minimise such behaviours but, as in all schools, poor behaviours choices and poor behaviours cannot be totally removed. All however are dealt with appropriately to the child and the situation and do not interrupt learning.

## **Policy Summary**

In our school we value everyone as a unique individual. We strive to meet the needs of all of our pupils, and staff and seek to ensure that we meet all statutory requirements related to matters of inclusion and develop strong, resilient, tolerant learners.