

INCLUSION POLICY

INTRODUCTION

(To be read in conjunction with the following school policies: English as an Additional Language; Equal Opportunities; More-Able Children; Racial Equality; Special Educational Needs; Spiritual, Moral, Social and Cultural; Personal Social, Health and Citizenship Policy.)

Crosshall Infant School aims to be a fully inclusive school. We believe an educationally inclusive school is one in which teaching and learning, achievements and attitudes and the well-being of every person matters. We are committed to giving all of our children every opportunity to achieve the highest standards. We aim to ensure that we constantly take account of pupils, parents and staff's life experiences and needs.

We do not take educational inclusion for granted. We aim to monitor and evaluate the progress each pupil makes. We will identify any pupil who may be missing out, difficult to engage or feeling in some way to be apart from what the school seeks to provide. We will take practical steps to meet all pupils and adults needs effectively, irrespective of ethnicity, attainment, age, disability, gender or background, and promote tolerance and understanding throughout the school.

We seek independent scrutiny of our inclusive practice through the APTGO audit processes.

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 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 who need support to learn English as an additional language;
- children with special educational needs;
- more able children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers (minority group currently at Crosshall).

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;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum and Early Years Foundation Stage Curriculum to meet the needs of individuals or groups of

children. (This includes speech and language therapy and mobility training and themed weeks where extra-curricular activities are explored).

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

- do all our children 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 effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

IMPLEMENTATION

As a staff we will focus on the following questions:

Do all pupils get a fair deal at school?

This includes:

- ❖ what they get out of school, particularly their achievements;
- ❖ the opportunity to learn effectively, without interference and disruption;
- ❖ the respect and individual help they have from their teachers;
- ❖ their access to all aspects of the curriculum;
- ❖ the attention the school gives to their well-being and
- ❖ whether they and their parents are happy with the school.

How well does the school recognise and overcome barriers to learning?

This is about:

- ❖ the school's understanding of how well different groups do in school;
- ❖ the steps taken to make sure that particular groups are not disadvantaged in school and to promote their participation and success;
- ❖ its strategies for promoting good relationships and managing behaviour;
- ❖ what the school does specifically to prevent and address racism, sexism and other forms of discrimination, and what it does about cases of discrimination that do occur.

Do the school's values embrace inclusion and does its practice promote it?

- ❖ how the values of the school are reflected in its curriculum, resources, communications, procedures and conduct;
- ❖ how people talk about and treat one another in the school;
- ❖ the leadership provided by senior staff and the consistency of staff behaviour;
- ❖ what the school intends and tries to do for 'people like me'.

TEACHING AND LEARNING STYLE

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages or resources which are recommended by other professional agencies. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude. Greater depth teaching and learning is embedded in the curriculum for appropriate children.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure 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 clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all 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, regardless of disabilities or medical needs;
- participate in themed weeks, visits and visitors to the school.

CHILDREN WITH DISABILITIES

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. The school environment is adapted for all disabilities.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials (advice given by outside professionals informs practice);
- allows opportunities for all children to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music and visually-impaired children to learn about light in science and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education, Health and Care Plan (EHCP), a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

RACISM AND INCLUSION

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Head teacher and on line to the Local Authority. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

HOW WE MONITOR INCLUSIVENESS IN OUR SCHOOL

As a staff we will ask ourselves the following questions and respond accordingly.

- ❖ Are all pupils achieving as much as they can, and deriving the maximum benefit, according to their individual needs, from what the school provides?
- ❖ If not, which pupils or groups of pupils are not achieving as much as they can? Why not?
- ❖ Is the school aware of these differences? If not, why not?
- ❖ How does the school explain differences between groups of pupils in terms of achievement, teaching and learning and access to curricular opportunities? Are these explanations well founded and convincing?
- ❖ What action (including use of nationally funded or local initiatives) has the school taken or is it taking to raise the standards of attainment of pupils or groups of pupils who appear to be underachieving or at particular risk? If none, why?
- ❖ If the school is taking action, is it appropriate and is it effective or likely to be effective? Are there any unintended consequences? How well are these consequences being handled?
- ❖ What action is being taken by the school to promote racial harmony, to prepare pupils for living in a diverse and increasingly inter-dependent society and specifically to prevent and address racism, sexism and other forms of discrimination?

A simple questionnaire is completed by all children at the end of the school year. Children with additional needs are supported appropriately by school staff to ensure that we capture the voice of every child.

At appropriate intervals Governors and parents will be asked to respond to the above questions. All responses and opinions will be valued, shared and responded to as appropriate.

The views of parents are gathered using the OFSTED Parent View system - participation in this survey is actively promoted via school newsletters and at Parent Consultation appointments.

SUMMARY

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. In our school inclusion is equally concerned with improving school life for staff and providing opportunities for all to be involved in the decision making processes and activities of the school.

Approved: January 2025

Next Review Due: January 2026

APPENDIX A

WHAT I THINK ABOUT MY SCHOOL (Reception)

I am in class _____

My name is _____

		Yes ☺	No ☹
1	I like to come to school.	☺	☹
2	I have made friends at school.	☺	☹
3	I help my friends when they have a problem.	☺	☹
4	My friends try to help me when I have a problem.	☺	☹
5	My teacher likes to listen to my ideas.	☺	☹
6	My teacher helps me with my work.	☺	☹
7	I like to be given jobs to do that help my class.	☺	☹
8	I think our classroom rules are fair.	☺	☹
9	Children in my class are kind to me.	☺	☹
10	At school if I am upset I know who to go to.	☺	☹
11	I feel proud when I am star of the week.	☺	☹
12	I think writing targets help my work to improve.	☺	☹
13	I feel pleased with myself when I've done a good piece of work.	☺	☹
14	I remember to read each day.	☺	☹
15	My teacher tells me when I am good at something.	☺	☹
16	I like to tell the teacher what I do at home.	☺	☹

17	I like to use computers, Bee Bots and cameras.		
18	I know how to stay safe when I use the computer.		
19	I enjoy learning to cook and use the kitchen tools safely.		
20	I feel safe when I am at school.		
21	Everyone in my class is treated fairly.		
22	Adults help me think about how I can sort out problems.		

The thing I like best about my school is:

Is there anything that makes you feel sad at school?

What are you really good at?



WHAT I THINK ABOUT MY SCHOOL (Year 1)

I am in class _____

My name is _____

		Yes 	No 
1	I help my friends when they have a problem.		
2	My friends try to help me when I have a problem.		
3	My work is put on the walls for other people to see.		
4	My teacher likes to listen to my ideas.		
5	My teacher helps me with my work.		
6	I like to be given jobs to do that help my class.		
7	I think our classroom rules are fair.		
8	Children in my class are kind to each other.		
9	In the playground if I am upset I know who to go to.		
10	When I feel unhappy at school there is always an adult to look after me.		
11	I feel proud when I am star of the week.		
12	I think my amber for action writing targets help my work to improve.		
13	Sometimes my teacher lets me choose what work to do.		
14	I feel pleased with myself when I've done a good piece of work.		
15	I read my reading book and learn my spellings at home.		
16	My teacher tells me when I am good at something.		
17	Everyone in my class knows that they are good at something.		

18	My teacher likes me to tell her/him about what I do at home.	☺	☹
19	If I am away from school my class teacher is interested in me when I return.	☺	☹
20	I like being at school.	☺	☹
21	I like to use ICT equipment.	☺	☹
22	I know how to stay safe when I use the computer and the internet	☺	☹
23	I enjoy learning to cook and use the kitchen tools safely.	☺	☹
24	I feel safe when I am at school.	☺	☹
25	Everyone in my class is treated fairly.	☺	☹
26	Adults help me think about how I can sort out problems.	☺	☹

The thing I like best about my school is:

What would make our school better?

What are you really good at?



WHAT I THINK ABOUT MY SCHOOL (Year 2)

I am in class _____

My name is _____

		Yes 	No 
1	I help my friends when they have a problem.		
2	My friends try to help me when I have a problem.		
3	My work is put on the walls for other people to see.		
4	My teacher listens to my ideas.		
5	My teacher helps me with my work.		
6	I like to be given jobs to do that help my class.		
7	I think our classroom rules are fair.		
8	Children in my class are kind to each other.		
9	In the playground if I am upset I know who to go to.		
10	When I feel unhappy at school there is always an adult to look after me.		
11	I feel proud when I am star of the week.		
12	I think amber for action writing targets help my work to improve.		
13	Sometimes my teacher lets me choose what work to do.		
14	I feel pleased with myself when I've done a good piece of work.		
15	I read my reading book and learn my spellings at home.		
16	When I have homework I usually understand what I'm supposed to do.		
17	My teacher tells me when I am good at something.		
18	Everyone in my class knows that they are good at something.		

19	My teacher likes me to tell her about what I do at home.		
19	If I am away from school my class teacher is interested in me when I return.		
20	If I am away from school my class teacher is interested in me when I return.		
21	I like being at school.		
22	I like to use ICT equipment.		
23	I know how to stay safe when I use computers, the internet and online games.		
24	I feel safe when I am at school.		
25	Everyone in my class is treated fairly.		
26	Adults help me think about how I can sort out problems.		

The three things I like best about my school are:

1. _____

2. _____

3. _____

What would make our school better?

What are you really good at?

