



# Longford Park School

Believe • Belong • Become

## Inclusion Policy

**Updated:** December 2023

**Next review:** December 2025

**SENCO:** Mrs R Ritchie

## **Inclusion Policy**

### **1 Introduction**

“All primary schools share the fine values often embroidered in mission statements, we are no different. Believe-belong-become are our core values and these are underpinned by a determination to do the best for each individual and to give them the best opportunities”.

Longford Park School website, May 2020

**1.1** Inclusion underpins all our school policies but the following are an integral part of this Inclusion Policy:

- Equality and Diversity Policy
- SEN
- Behaviour
- Child Protection
- Safeguarding
- Education Visits
- Curriculum
- Bullying

**1.2** Longford Park School is committed to valuing the individuality of all our pupils. We provide pupils with every opportunity to achieve their full potential. 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 well-being of every pupil matters. This policy helps to ensure that Longford Park School promotes the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **2 Aims and objectives**

**2.1** 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 paramount. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged children (Pupil Premium, FSM, Looked-after etc.);
- minority ethnic and faith 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;
- travellers and asylum seekers.

**2.2** All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teachers' responsibility to meet the needs of all children in their class and ensure that all children:

- 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.

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 to meet the needs of individuals or groups of children (this includes speech and language therapy, play therapy and visits out of school).

**2.3** 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?

In addition:

- teachers and the SLT meet at least termly to analyse pupil progress;
- 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;
- 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 whilst responding to their personal interests;
- where the attainment of a child significantly exceeds the expected level of attainment, teachers will provide extension materials for areas which the child shows particular aptitude;
- when pupils are identified as having additional needs such as SEND and EAL, or they are gifted and talented, procedures from the relevant policies will be followed;

- Evidence-based interventions are planned for pupils who need additional support and for gifted and talented/high achieving pupils to make even more progress and achieve their full potential;
- individual education plans (IEPs) are implemented and targets set at a suitable level.

### **3 Teaching and learning style**

**3.1** Educational experiences are provided which develop pupil's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. At Longford Park School, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. 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 is a reality for our children.

**3.2** 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 enabling them to consider the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables them to make progress in lessons (perhaps after significant amounts of time spent away from school, for example).

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

**3.4** The Prevent Duty: From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

**3.5** 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.

## **4 Children with disabilities**

**4.1** We are committed to meeting the needs of children with disabilities, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

**4.2** 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. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

**4.3** 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 all children the opportunity to develop skills in practical aspects of the curriculum.

**4.4** Teachers ensure that the work for children with a disability:

- takes account of their pace of learning and the equipment that 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;
- allows opportunities for them 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.

## **5 Disapplication and modification**

**5.1** 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. Learning is also child led.

**5.2** 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 governors 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.

**5.3** 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 a statement of special educational needs, which are transferring to a new system of Education Health Care Plans (Children and Families Act 2014) which match individual need to provision.
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **6 Racism and inclusion**

**6.1** The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. 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 now recorded and the school contacts parents of those pupils involved in racist incidents.

## **7 Extra-curricular provision**

**7.1** Extra-curricular provision (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 includes providing activities to celebrate diversity whilst meeting the needs of different groups within the school. Individual planning may include making provision to meet individual needs.

## **8 Sexual Harassment, Homophobia and Racism**

**8.1** At Longford Park School we believe 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. Our Anti-Bullying policy and behaviour policies sets out our procedures for preventing harassment and dealing with incidents.

**8.2** Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including travellers;
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, Longford Park School proactively challenges derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We record these types of bullying, even that which represents a one-off incident.

### **8.3 Reporting and responding to bullying**

Our school has clear system in place to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). All reported incidents will be taken seriously and investigated involving all parties.

### **8.4 Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils, we at Longford Park School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

#### Curriculum/Whole-School Strategies

- Anti-Bullying week annually.
- PSHE/Citizenship lessons
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice
- School Council
- Modelling of positive relationships
- Daily positivity sheets sharing positive behaviours and actions with home

#### Reactive programmes for vulnerable groups or groups involved in bullying

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative practice

- ELSA intervention

## **Summary**

At Longford Park School we believe 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. Our Anti-racism, sexism, homophobic policy sets out our procedures for preventing harassment and dealing with incidents.