



# ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

## INCLUSION POLICY

Updated by	Kate Robinson
Updated when	February 2025
Ratified by	n/a
Ratified when	n/a
Signed by	n/a
Next Review Date	February 2026
Statutory Policy	Yes
On school website	Yes

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

## **Rationale**

Our school community will be a compassionate place of enjoyment, respect and hope where courage is valued and skills developed for all to thrive in a diverse world; growing in strength, wisdom and faith.

School Values: Courage, Respect, Hope, Enjoyment, Community

St Paul said: *“We can rejoice, too, when we run into problems and trials, for we know that they help us develop endurance. And endurance develops strength of character, and character strengthens our confidence and hope.”* Romans 5 vs3-4

Inclusion is at the heart of our vision at St Paul’s. This policy helps to ensure that this school promotes the individuality of all our children and staff, irrespective of ethnicity, attainment, age, disability, gender or background.

## **Definition**

Inclusion is within the ethos of the school; it is about equality of opportunity for the pupils and the adults. It concerns equality of provision and access to learning. It concerns physical equality as far as it is appropriate and reasonable. It transcends religious and social boundaries to provide equality of entitlement yet allow for individuality. It concerns the embracement of the wider community; the balance of people’s knowledge, experiences and vulnerabilities for the greater good of us all.

## **Leading Inclusion**

Kate Robinson is the named Inclusion Leader. The Inclusion Leader works closely with the Headteacher. The Inclusion Leader will review this policy annually alongside the governing board, to ensure that all relevant policies and practices are up-to-date and compliant with the statutory requirements.

Any changes to statutory guidance relating to inclusion and SEND may lead to changes in this policy. All staff will be notified if there are changes to this policy. At St Paul’s the teaching and learning, achievement, attitudes and well-being of every child matters to us. It is important to us that we value each child as a unique individual. We strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

## **Entry into School**

For admissions to St Paul’s see the Admissions Policy. The Admissions Policy is followed for all admissions. Where admission is sought outside usual ‘start’ times, application must be made via Buckinghamshire Council who will liaise with the school. The Admissions Policy informs of the right to appeal.

## **Aims:**

We pay particular attention to the provision for and the achievement of different groups of learners. We have a shared responsibility for a range of vulnerable learners. Any child who is ‘different’ from others in the peer group, is potentially vulnerable in terms of not being included – a different skin tone, accent, physical appearance, family

background – can set them apart. There are a number of groups who may be particularly at risk:

- Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance
- Minority ethnic and faith groups
- Travellers and gypsies
- Pupils who need support learning English as an additional language (EAL)
- Pupils with special educational needs
- More Able Learners
- Asylum seekers and refugees
- Children who are looked after
- Children with specific health needs
- Victims of abuse and domestic violence
- Children with specific disabilities
- Children with medical conditions
- Young carers
- Children from families who are vulnerable and are eligible for pupil premium.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment.

### **Curriculum, Teaching and Learning**

St Paul's provides a happy, stable environment in which children are valued, cared for, stimulated, challenged and supported. We have high expectations of all the children entrusted into our care. We achieve educational inclusion by continually reviewing what we do, through asking ourselves key questions:

- Do all our children make good or better progress?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not making good progress?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

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. The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria.

At St Paul's we follow the National Curriculum. Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve. Teachers will ensure that all Learning Support Assistants have access to relevant planning so that they can support pupils appropriately.

Teaching staff take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing pupil motivation and concentration
- Providing equality of opportunity through planning varied teaching and learning styles
- Using appropriate assessment approaches
- Setting appropriate targets for learning
- Providing interventions for pupils who need help with communication, language and literacy
- Planning for pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour, to take part in learning effectively and safely.
- Helping individuals to manage their emotions

### **Specialist Provision**

The school is committed to consulting with, welcoming and working alongside other agencies. The school works closely with speech and language therapists, occupational therapists, specialist support teachers, Educational Psychologists, the NHS, the Woodlands Short Stay School (Pupil Referral Unit), and other agencies as the need arises to support children in our care.

### **Racism**

All racist incidents are now recorded on CPOMS and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

### **Assessment Procedures**

The Inclusion co-ordinator will co-ordinate assessment with any required professional support. The school is committed to responding to the recommendations made for the acquisition of resources.

The school works closely with the County SEN support team and other agencies as required.

### **Professional Development**

Training opportunities are made available to staff whenever there is a need. Training will be kept up to date, including First Aid.

## **The School Buildings**

In so far as it is practicable, the school buildings will be modified to support the inclusion of all pupils for whom St Paul's is the named school.