

Beecroft Primary School – Inclusion Policy 2020

This policy is written in line with the DFE guidance: The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities. Reference: DFE-00296-2013

Introduction

At Beecroft Primary School we are committed to giving all our children every opportunity to achieve the highest of standards – regardless of their age, gender, ethnicity, disability, religion or belief, sexual orientation, attainment or background. We are committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners.

School Aim

Our school aims to be an inclusive school. 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 children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- pupils who require intervention strategies;
- children with special educational needs;
- children with disabilities;
- gifted and talented children;
- children in families who are under stress;
- pupils in public care;
- disadvantaged pupils;
- any children who are at risk of disaffection or exclusion

Achieving This Aim

To achieve this aim for our pupils we follow a set of key principles-

- We ensure that the Code of Practice (2014) is implemented across the school.
- We ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs and/or disabilities.
- We ensure that the Equality Act 2010 is implemented across the school.
- We ensure equality of opportunity for and to eliminate prejudice and discrimination against, children from ethnic minority and faith backgrounds.

- We continually monitor the progress and emotional well-being of all pupils, to identify needs as they arise and to provide support as early as possible.
- We provide full access to the curriculum for all pupils through differentiated planning and make reasonable adjustments for individual disabled pupils.
- We provide specific input, matched to individual needs of our children.
- We provide specific input, matched to individual needs for those children with little or no English on arriving at the school.
- We ensure that children with SEND/EAL are perceived positively by all members of the school community and that inclusive provision is positively valued by staff and parents/carers.
- We involve parents/carers at every stage in plans to meet their child's needs.
- Where possible, we involve the children themselves when planning and reviewing their provision.

Teaching and learning

We aim to give all our children the opportunity to succeed and to reach the highest level of personal achievement. When planning their work, the teachers at Beecroft take into account the abilities and needs of all of their pupils. To achieve this aim teachers-

- conduct clear and focused assessment of all pupils to assess their strengths and needs;
- set suitable learning challenges;
- have high expectations of all pupils;
- value all pupils' opinions and call on them to contribute during class discussions
- respond to children's diverse learning needs;
- set differentiated learning activities;
- implement intervention strategies as soon as a particular need is identified;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- recognise that all children and young people need a solid foundation of positive mental health to benefit fully from all of the opportunities that are available to them.

At Beecroft, staff create an environment where all pupils can contribute fully and can feel valued. Classroom activities and displays take account of pupils' cultural backgrounds, disabilities, linguistic needs and different learning styles. Teachers and

teaching assistants consciously use a range of sensitive teaching strategies when teaching about different cultural traditions and help the pupils to make connections with their own lives. All staff actively challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination. The PSHE curriculum at Beecroft covers issues of equalities, diversity, stereotypes and prejudice, human rights, and inclusion.

Teachers ensure that 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 teaching 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.

Access to the Environment

- We are constantly reviewing ease of access to all areas of our school building and grounds.
- Resources are purchased, appropriate to the needs of children, in order that they are able to access a full and rewarding curriculum.

How Do We Achieve Inclusion?

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

- Do all children at Beecroft achieve their full potential?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we feel are not achieving their full potential?
- Are our actions effective?

People with specific responsibilities

All staff at Beecroft are responsible for ensuring that the needs of our pupils are met. Miss Brown (Deputy Head) is the named Inclusion Leader who is responsible for organising any specific inclusion work in the school alongside the headteacher. Any reported incidents of racism, racial harassment, bullying, verbal or physical abuse are reported to Miss Brown and the procedures for dealing with these incidents are implemented (see policy).

All staff

All staff (teaching and non-teaching) receive training in dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping. All teaching staff are responsible for ensuring that the pupils from all equality groups have full access to the curriculum.

Staff recruitment

All staff recruitment posts, including those for non-teaching staff are formally advertised and open to the widest pool of applicants. The school has completed safer recruitment training – see Beecroft Safeguarding and Child Protection policy. As a result all those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice throughout the selection and recruitment process.

Involvement of pupils

At Beecroft the pupils are central to the life of the school and their opinions are always listened to and their views considered.

- All classes from Reception to Year 6 are represented on the School Council. The demographics of the School Council reflect the composition of the school.
- Pupils' views are elicited about inclusion issues including their own experiences as EAL/BAME pupils at the school.
- Pupils' views are elicited as to how the curriculum could be improved.
- Pupils with SEND contribute to their termly reviews.

Partnerships with parents/carers and communities

At Beecroft from the very first day that a pupil joins the school all parents/carers are encouraged to participate at all levels in the full life of the school. Information and material for parents is accessible in user friendly language and teaching staff are always available to talk to parents individually about their child's progress and well-being.

Summary

At Beecroft Primary 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 their learning.

Review date: September 2021