



Lawn Primary and Nursery School

INCLUSION POLICY

Policy Owner

SENDCo

Policy History

<i>September 2018</i>	<i>Amended</i>
<i>January 2021</i>	<i>Renewed</i>
<i>January 2024</i>	<i>Some slight amends</i>
<i>January 2025</i>	<i>Slight amends</i>
<i>January 2026</i>	<i>Slight amends</i>
Statutory: Equality Act 2010 Children and Families Act 2014 The SEND Regulations 2014 Guidance: SEND Code of Practice 2015	
Supporting Policies	
SEND Policy	Assessment Policy
Equality Policy and Equality Objectives Plan	Accessibility Plan
EAL Policy	
Teaching and Learning Policy	

Lawn Primary and Nursery School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We recognise, celebrate, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school.

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. We are committed to giving all our children every opportunity to achieve the highest of standards.

Inclusion underpins all our school policies and is everyone's responsibility.

Aims and Objectives

1. To ensure equality of opportunity for all our pupils in all areas of school life.
2. To ensure that individual strengths are recognised and all pupils achieve their potential.
3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
4. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
5. To use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses amongst all groups, including:
 - girls and boys;
 - disadvantaged pupils (Pupil Premium);
 - ethnic groups;
 - children who need support to learn English as an additional language;
 - children with special educational needs;
 - children with disabilities or medical needs;
 - children looked after;
 - young carers;
 - children who are at risk of disaffection or exclusion;
 - traveller children.

Procedures

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?

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. All staff are familiar with the equal opportunities legislation covering race, gender and disability. All staff ensure that all 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;
- experience resources that mirror their lives and provide a window into the lives of other groups of people
- 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 needs.

As part of high quality teaching all teachers constantly assess every child's attainment and progress.

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 and responding to children's diverse learning needs.

Senior leaders conduct regular monitoring observations in classes, book looks and planning scrutiny in order to assess whether the needs of all children are being met.

Formal assessments are conducted three times a year. Data is collected and recorded on the school's online assessment system. Analysis is done on this data. Progress meetings are held.

If a child is making less than expected progress then the teacher will adapt their teaching to target the specific areas, this may include modifying teaching, use of apparatus or in class support. The majority of pupil's needs will be met through high quality teaching (often now termed Inclusive Practice Guidance).

Teachers and Senior leaders meet regularly, aiming to do so at least each full term, to discuss pupil progress using data from the school's online assessment system. The progress meetings will address the key questions above. 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.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers will provide challenge materials for areas which the child shows particular aptitude.

When pupils are identified as having additional needs such as SEND or EAL, the SENDCo will be informed and procedures from the relevant policies will be followed in order to meet these needs.

The school is committed to providing an environment that allows disabled children full access to all areas of learning and school life. Our Equality Policy sets out how we ensure equality for all groups within our school community. Our Equality Objectives Plan identifies the positive actions

that the school takes to support this. Our Accessibility Policy and Action Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

At Lawn Primary and Nursery 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.

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 adaptation of the task being set, or through the provision of additional / different learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

Extra-curricular provision

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 will include providing activities to celebrate diversity and meet the needs of different groups within the school. All children, whatever their need and background, are encouraged to access extra-curricular activities and we monitor their inclusion in such.

Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

Some children require additional support to access certain parts of the curriculum such as school trips / visits. This may involve them being cited on the risk assessment or their parents / carers attending the trip or visit with them. For some children there may need to be extra support for them to attend a club such as after school club, which may involve a discussion about costs of this provision.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion.