



Reviewed on:	January 2024
Next Review:	January 2025
Staff Responsibility	Inclusion lead/Pupil Premium lead/Head teacher
Governor responsibility	FGB
Signed by Chair	

Inclusion Policy

Introduction

At Barton Primary School we are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Barton Primary School aims to be an inclusive school. This means that equality of opportunity must be a reality for our children and their families.

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

- Girls, boys and transgender
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Pupil premium
- Any children who are at risk of disaffection or exclusion
- Those children with emotional and psychological needs
- Those children with a physical disability
- Those children with low attendance
- Those children who act as carers
- Those children with medical needs

By considering the individual needs of learners, we aim to provide an environment which enables them to access the national curriculum. We do this through:

- Building and maintaining trusting relationships with children and their families
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Setting suitable learning challenges
- Continuous assessment of individuals and groups of pupils
- Offer family support and personal development opportunities as well as promoting community cohesion
- Close working relationships with outside agencies allow us to provide specialist support and services

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

- Do all our children achieve as much as they can?
- 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?

This is carried out through pupil passport meetings, pupil progress meetings, assessment, staff meetings, inclusion meetings, parents meetings and senior management team learning walks.

Teaching and Learning Style

We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children and plan for their specific needs both pastoral and academic.

All staff ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others and take responsibility for their own actions
- Participate safely in all areas of the curriculum 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, medical or emotional needs.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements (following government guidelines). Our school policy is to do this only in exceptional circumstances. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources.

Families and the Wider Community

The knowledge, views and first-hand experience parents/carers have regarding their children is valued for the contribution it makes to their child's education. Parents/carers are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress.

Inclusion at Barton Primary School also stretches to encompass the needs of our parents/carers. We aim to support them wherever possible, for example, through sign positing and referral to external agencies. Families are made aware of that support from our family liaison officer, who is available.

Inclusion Team

The inclusion team meets at least once every term to discuss how to support and improve the provision in school so that it is as inclusive as possible and the support, teaching and learning of these children continually improves. The team is also responsible for driving new initiatives e.g. parental engagement.

It is the role of the Inclusion lead to ensure that both the Senior Leadership Team and the governing body are kept up-to-date with information relevant to Barton Primary School and Inclusion.

Barton Primary School's Inclusion Policy is written in line with the following laws and guidelines:

1. Equality Act 2010
2. The SEN and Disability Code of Practice: 0-25 years 2014
3. Mental Health and Behaviour in Schools 2014
4. Supporting Pupils at School with Medical Conditions 2015

Please also see Safeguarding & Child Protection Policy, Supporting Pupils with Medical Conditions Policy, Attendance Policy, SEND Policy and other safeguarding policies.