

# Worlingham CEVC Primary School

## INCLUSION POLICY

*Like a tree firmly planted by streams of living water we will grow  
in knowledge, love, faith and wisdom. Based on Psalm 1:3*



At Worlingham CEVC Primary School we are committed to providing pupils with enjoyable, engaging and stimulating learning experiences, enabling them to be successful, regardless of age, gender, disability, ethnic or social group.

We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter.

Worlingham CEVC Primary 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 is achieved by personalising provision to enable all pupils to achieve their full potential. Parents and carers will be active participants in the decisions affecting their child's education and pupils views will be actively sought at all stages of their education.

We ensure every child is included by:

- ✚ Supporting and challenging all settings to raise achievement and improve the five Every Child Matters outcomes for all children and young people.
- ✚ Identifying best practice including the assessment of individual needs.
- ✚ Ensuring individual needs are identified early and address through a single plan.
- ✚ Engaging in collaborative working with a range of partners and other settings to deliver flexible personalised provision with the aim of overcoming barriers to learning.
- ✚ Undertaking best practice in assessment processing, making use of specialist support when appropriate.
- ✚ Targeting resources to promote achievement of all learners.
- ✚ Using professional development and sharing of good practice to promote inclusion.
- ✚ Ensuring that accurate data are held on the needs of all learners and that this are appropriately disseminated to all relevant.

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- ✚ Setting appropriate learning challenges.
- ✚ Responding to the diverse needs of the children.
- ✚ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- ✚ Providing other curricular opportunities to meet the needs of individuals and groups of children.
- ✚ Commitment to the Core aims of Children and Young People (Every Child Matters).

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

Do all children achieve their best?

Are there differences in 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?

## **Learning and teaching styles**

We aim to give 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. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in an age related interest level.

When the attainment of a child falls significantly below the expected level – using formative and standardised assessments – teachers enable the child to succeed by planning work that is in line with their individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers and support 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.
- ✚ 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.
- ✚ Targets which enable them to succeed.
- ✚ Participate fully regardless of disabilities or medical needs.