



New Pastures Primary school

Inclusion Policy



1	Summary	Inclusion Policy	
2	Responsible person	Ann Eager	
3	Accountable SLT member	Tom Purdy	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Ann Eager & Tom Purdy	
6	Who has been consulted and recommended policy for approval	All relevant stakeholders	
7	Approved by and date	School governors May 24	
8	Version number	2	
9	Available on	Trust website	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		Academy website	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	May 2024	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	



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1. Introduction

At New Pastures Primary School we value the individuality of all of our learners. We are committed to giving all of our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all learners. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that New Pastures Primary School promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

2. Aims and objectives

New Pastures 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 means that equality of opportunity must be a reality for our learners. We make this a reality through the attention we pay to the different groups of children within our school:

- Boys and girls
- Pupils who have free school meals
- Pupils who have summer birthdays
- Pupils who are persistent non-attendees/poor attendees/persistent latecomers
- Pupils from minority faiths, ethnicities, travellers, asylum seekers and refugees
- Pupils who have English as an additional language
- Pupils who have special educational needs
- Pupils who are in care.

The school understands that pupils may move in or out of the above groups or that they may be part of several groups at any one time. Pupils are tracked according to their vulnerability.

- We aim to provide a happy, healthy, safe and inclusive school environment by:
Recognising, reflecting and celebrating the skills, talents and contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Developing the awareness and understanding of social, emotional and physical well-being
- Safeguarding the health, safety and welfare of pupils with linked policies
- Listening and responding to the concerns of pupils and parents
- Taking care to balance the needs of all members of the school community
- Inspiring a joy of learning through creative teaching to build on individual success and prepare all pupils for life as valuable members of the school community and wider world.

3. The Curriculum

The National Curriculum and the Foundation Stage Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of learners. We meet these needs through:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment



- Providing other curricular opportunities including working in partnership with outside agencies and providing out of hours activities
- Support for parents and pupils through home/school links
- We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
 - Do all pupils achieve their best?
 - Are there differences in the achievement of different groups of pupils?
 - What are we doing for those pupils who are not achieving their best?
 - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

4. Teaching and learning style

At New Pastures Primary School we aim to give all our learners 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 pupils. For some pupils, we may use the programmes of study from an earlier key stage. This enables some of our pupils to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a pupil falls significantly below the expected level, teachers enable the pupil to succeed by planning work that is in line with the pupil's individual needs. Where the attainment of a pupil 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 pupil shows particular aptitude

Teachers and support staff ensure that all pupils:

- Feel secure and know 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
- Have a common curriculum experience that allows for a range of different learning styles
- Participate fully regardless of disabilities or medical needs.

5. Children with disabilities

Some pupils when admitted to New Pastures Primary School may have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and some of the designated points of entry for our school



also allow wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer. Both of our school sites have disabled access to a toilet.

Teachers fully understand the need to modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers will ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that the work undertaken by disabled pupils:

- Takes account of their pace of learning
- Takes account of the effort and concentration needed in oral work or when using vision aids
- Is adapted where children are unable to manipulate tools or equipment
- Allows opportunities to take part in educational visits
- Uses assessment techniques that reflect their individual needs and abilities.

Specific medical needs:

- Photographs and relevant information is displayed in the staffroom regarding pupils with specific medical needs
- Information is kept in relevant classrooms regarding pupils with epilepsy
- The school follows LA procedures regarding medication in schools
- The school has links with appropriate agencies to support pupils with medical needs.

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 pupils, without recourse to disapplication or modification. We achieve this through greater differentiation of the pupils work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers and support staff work closely with these specialists to support the pupil.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for Special Educational Needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996)
- Section 365 of the Education Act (1996)

Inclusion and racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). 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. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

6. Summary

At New Pastures Primary School we value each pupil as a unique individual. We will strive to meet the needs of all our pupils, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

We believe this policy should be an overarching policy, true to the schools vision and aims. It makes clear the importance of leadership, the culture within the school, policy and practice. Our inclusion policy is linked to other school policies such as Teaching and Learning, SEN, Equal Opportunities, Health and Safety, Behaviour, Anti-Bullying, Child Protection, Sex and Relationships, Racism, Safeguarding and Admission. Information regarding Inclusion is also presented in the School Prospectus.

7. Monitoring and review of the policy

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary