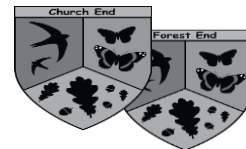


Marston Moreteyne VC School

Inclusion Policy

September 2022



Rationale

At Marston Moreteyne VC School, we welcome and value all children and aim to deliver a fully accessible social and academic curriculum. We celebrate our rich and diverse school community. We continue to adapt our systems and structures: curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

Aims and Objectives

Our school aims to be an inclusive school. This means equality of opportunity must be a reality for all our children. 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
- children with special educational needs
- children with a physical disability
- gifted and talented children
- any children who are at risk of disaffection or exclusion

The National Curriculum, Primary Framework and other national initiatives are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through...

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming the potential barriers to learning and assessment for individuals and groups and pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of children (e.g. use of outdoor learning environment)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions...

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

Teaching and Learning Styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning, teachers take into account the abilities and learning styles of all of their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by following a SEND Support Plan (See SEND POLICY).

When the attainment of a child significantly exceeds the expected level of attainment the teacher provides learning opportunities that enable the child to achieve at their level (See EDUCATING HIGH ATTAINING CHILDREN POLICY).

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

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 the actions they take
- participate safely in clothing that is appropriate to their religious beliefs
- are taught in groups that allow all children 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 disability or medical needs

Roles and Responsibilities

The Governing Body has a responsibility to ensure that the school complies with the Race Relations and Disability and SEND legislation. The Governing Body must ensure that the policy and related procedures and strategies are implemented.

The Headteacher must ensure that all staff are aware of their responsibilities under the policy.

Teaching staff must ensure that the pupils from all equality groups have full access to the curriculum. All staff have a responsibility to promote race equality, disability equality and diversity.

Pupil Involvement

Pupils via the school council have been involved in the development of this policy. They are involved in the decisions that affect them.

This policy was adopted by the Governing Body: **January 2009**

Last reviewed: **September 2022**