



EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Inclusion Statement

At Eynesbury Church of England Primary School we work hard to ensure that every member of our school community - pupils, parents, staff and visitors - feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. We are guided by our Christian Values of Love, Respect, Courage, Forgiveness and Honesty. We expect all parents and visitors to understand and support our inclusive ethos.

We have a responsibility to provide a broad and balanced curriculum for all our pupils. The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We are a school that strives to achieve success at every level, encouraging children and staff to develop in confidence and independence. The life of the school is driven by enthusiasm, dedication and a desire to achieve. We promote learning that is active and creative and encourage children to embrace challenge, build resilience and celebrate success as they progress through the school.

Planning an inclusive curriculum means thinking about shaping the curriculum to match the needs and interests of the full range of learners so that all pupils leave as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

Inclusion of all learners includes:

- those with special educational needs and disabilities (SEND);
- pupils who have English as a second language;
- pupils of different ethnic groups including travellers, refugees and asylum seekers;
- pupils who have Free School Meals;
- pupils in receipt of the Pupil Premium;
- pupils who have significant medical needs;
- the different needs of boys and girls;
- the working at 'greater depth' (gifted and talented);
- those who need support for social and emotional or mental health needs;
- those who are classed as 'vulnerable' (this may include PP, FSM, SEN, children deemed 'at risk', those who have support from the Family Intervention Worker, those who are or who have been Children In Care).

We will have regard to the children's range of cultural perspectives and experiences, which can be reflected in the curriculum and used to further their understanding of the importance of the issues of diversity.

As a school we aim to create an ethos where all children are encouraged and helped to achieve and where they are positive about the achievements of everyone.

There is an agreed Equality Policy in place as well as a separate Special Educational Needs Policy.

Partnership with Parents

The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

Pupils with SEND

A separate Policy is available on the school website or by request which outlines our provision for children with specialities educational needs and disabilities. We also have tracking sheets

for pupils with SEND that track progress, identify barriers to learning, support received as well as key achievements.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids, which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and as effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty will be identified and addressed at the outset of work, if possible without recourse to the formal provisions for disapplication.

Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning will take account of such factors as the pupil's age, length of time in this country, previous educational experience and their skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the National Curriculum may need to be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and aim to provide support they need to take part in all subject areas.

Gender

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate equally in all areas of the curriculum;
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education;
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment.

Children with Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

Greater Depth 'Gifted and Talented'

The National Programme for Gifted and Talented children uses the following definition:
'Children with one or more abilities developed to a level significantly ahead of their year group.'

It is the practice of our school to actively encourage the involvement of staff, pupils and parents in the education of all children. The learning needs that children may have are assessed

and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of all staff and other relevant specialist agencies. The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities.

Access to the Curriculum and Integration

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum. Class teachers are responsible for their own organisation and teaching styles, in line with school policy, but it is recognised that differentiation of work will be a necessary tool for the accommodating the varying needs of children in the classroom.

Children with social and emotional or mental health needs

We have a school mental-health lead and a number of school staff (teachers and teaching assistants) have completed an online training course with 'Place2Be' to be able to better support and understand children's mental health. We also complete referrals to other relevant organisations if further support is needed (e.g. CHUMS, The emotional Health and Well-being Service, the school nurse, CAMHS etc).

Children that are classed as 'vulnerable'

We have strong links with the health service and we have contacts with our Family Support Worker and the local Social Care Team. We have a separate pupil premium policy and have individual tracking sheets for 'vulnerable' pupils that track progress, identify barriers to learning, support received as well as key achievements.