



Malden Parochial C of E Primary School

Inclusion Policy

Governors' Committee Responsible: Full Governing Body

Status: Statutory

Review Cycle: Bi-Annual

Date: Autumn 2023

Date of next review: September 2025

Introduction

Malden Parochial Church of England Primary School is committed to giving all children 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 children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Malden Parochial promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

This policy should be read in conjunction with the School's SEND Policy, Equalities Policy, Pupil Premium Statement, Accessibility Plan and Kingston's Local Offer.

Aims and objectives

Malden Parochial is a fully inclusive school. We actively seek to remove 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 children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Pupil Premium Grant);
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

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

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

We achieve educational inclusion by continually reviewing what we do. These key questions are asked at meetings where pupil progress and well-being are reviewed.

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children we know are not achieving their best?
- Are our actions effective?
- Are we taking into account situations external to the school that may adversely affect an individual child or family?
- Are we successful in promoting racial justice and preparing pupils to live in a diverse society?

The assessment data we input during the course of an academic year, using the SIMS assessment software and the school's assessment for foundation subjects and the RE curriculum, helps to review children's progress against these criteria.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers analyse each child's progress through ongoing assessments. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. Personal targets are set/reset five times during the course of an academic year. SLT and class teachers use this information when planning lessons and intervention groups. It enables them to take into account the abilities of all children.

When necessary, a child will remain on the Key Performance Indicators from a previous year group until their knowledge, skills and understanding reaches 'Secure'. This enables each individual child to make progress in a lesson, perhaps after a significant amount of time spent away from school. The SENDCo plans and monitors intervention groups for pupils who need support to 'close the gap/diminish the difference'. Children who have an EHCP or SEN Individual Education Plan may have targets set at a suitable level, including, if necessary, the use of P scales.

Where the attainment of a child exceeds the expected level of attainment the More Able Coordinator supports planning and monitors progress to ensure Greater Depth/Mastery is achieved. Pupils are challenged to achieve their full potential through extended activities within the area or areas where they show particular aptitude.

Malden Parochial's teachers provide quality first teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged and SEND pupils. These include Learning Support Assistants. These members of staff provide the SENDCo and SLT with regular feedback on pupil progress.

All staff are familiar with the equal opportunity's legislation covering race, gender and disability and 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;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our school have a disability. We are fully committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. Malden Parochial fully meets the requirements of the Equality Act (2010). All reasonable steps

are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Malden Parochial is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and there is a designated point of entry to our school to allow for 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.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision or hearing aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

Malden Parochial 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 children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We only do this after detailed consultation with parents/carers and inspectors from the Local Authority. The school's governor with responsibility for special educational needs would 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:

- [Disapplication of the National Curriculum \(Revised\) 2006](#)
- use of the NAA guidelines, updated annually.

Inclusion and racism

The diversity of our society is addressed through our schemes of work, which reflect the requirements of the National Curriculum. Teachers are flexible when planning and offer appropriate challenge to all pupils, regardless of ethnic or social background.

Racist incidents are recorded and reported termly to Achieving for Children, by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents and responds quickly to reports of racism from parents/carers.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion.

Governors

The Governor who oversees SEND and Inclusion is Franklin Barrington. He meets twice a year with the SENDCo to discuss inclusion strategy and the progress of identified groups. The progress of identified groups of pupils is an agenda item at all Curriculum and Standards meetings.