

St Brides Major CW Primary School



Love Learning for Life
Caru Dysgu am Oes

Inclusion Policy

At St Brides Major, we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion. We are committed to giving all of our 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 this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

St Brides Major 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 children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- ethnic minority groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- able, 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;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- arranging regular parent consultations.

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

- 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 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?

Teaching and learning style

We aim to give all 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

use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school or frequent school moves.

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

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

Teachers 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;
- participate safely in clothing that is appropriate to their religious beliefs;
- 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 disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Access 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 that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

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 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 in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

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 children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the 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.

Inclusion and racism

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.

Monitoring and review

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

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Pastoral Care Policy

Pastoral Care Policy

We believe the school to be a vital part of the overall Christian community. We want our school to be in a secure and caring environment where each child is encouraged to grow and develop to their full potential and be able to make reasonable and informed decisions throughout their lives.

We seek to provide an educational experience, in accordance with Christ, His values and His gospel message so that each child grows and learns in a strong Christian faith community.

Definition of Pastoral Care

Pastoral Care has been defined as concerning the personal relationships which influence the ethos and tone of the whole school. It is of crucial importance in creating an atmosphere in which young people feel secure, knowing they are valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.

Pastoral Care

We support the school in promoting a caring, supportive environment in which the staff and pupils can work in an atmosphere of mutual respect. As such pastoral care permeates all aspects of the curriculum.

Pastoral Care plays a crucial role in the development of the ethos of the school. This ethos is based on Christian values with emphasis on the physical, intellectual, moral, emotional and spiritual development of each pupil.

Our aims are:

- To ensure that each pupil feels valued, special and unique and a member of the school community.
- To instill a sense of personal worth and intellectual, moral and spiritual development
- To empower pupils in building and monitoring good relationships with pupils and staff.
- To promote an appreciation of life and respect for the world in which they live.
- To encourage a sense of personal accountability for their own actions and learning
- To develop an understanding that God's love for us in turn fosters in us the importance of showing love to each other.

All connected to the school community will work in a spirit of mutual respect. Where such a spirit permeates a school, the success of the Pastoral Care Policy will be significantly strengthened.

Ethos

It is our intention to establish a caring Christian ethos which may be detected in the feelings of security at every level within our school.

This may be achieved through

- creating a sense of belonging amongst all strands of our school community
- Developing an atmosphere of mutual respect and caring
- Implementation of a Behaviour Policy which creates a full sense of justice and fair play amongst our school community
- Providing opportunities for every person to succeed and to be affirmed in their own self worth
- Promoting positive relationships at every level
- Working with parents and carers for the mutual benefit of all
- Establishing and maintaining links with the wider community.
- Affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care

Relationships

Excellent relationships foster and develop in an atmosphere of respect.

Our school will work towards creating opportunities where mutual respect can grow and develop. We aim to create a caring, empathetic and secure environment where our young people can develop good relationships based on those they experience.

Monitoring and Review	
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