



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence

Reviewed and Amended 25.3.21

Next Review March 22

Ratified by Governors 25.3.21

Signed *A.M.Boyd* HT

C Barclay COG

INCLUSION POLICY

Our inclusion policy is linked to other school policies; teaching and learning, SEND, health and safety, behaviour, anti-bullying, child protection, and admissions.

At Shotton Hall Primary School we will aim to provide a stimulating learning environment that is varied according to the age of the child and across the whole curriculum. We recognise that the curriculum is subject to imposed and developing change.

We will try to ensure that we:

- design a curriculum to promote a full range of learning, thinking and life skills
- provide a broad, balanced and relevant curriculum
- use flexible and responsive teaching and learning styles
- equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society
- develop a close partnership within and with the whole community, particularly, parents and governors

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. These groups consider:

- disability
- ethnicity
- families under temporary or permanent stress
- gender and gender identity
- gifted and talented
- looked after children
- medical conditions
- pregnancy and maternity
- religion, belief and no beliefs
- risk of disaffection or exclusion
- sexual orientation
- special educational needs
- young carers

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- setting suitable learning challenges

- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- recognising, reflecting and celebrating the skills, talents and contributions of all our pupils
- providing high quality care, support and guidance, driven by the leadership team
- safeguarding the health, safety and welfare of pupils with linked policies
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of the school community

We should secure an inclusive education for our pupils by constant reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all of our pupils happy to be in school? Are all our staff happy to be in school?

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot.

