

Roding Primary School.  
Inclusion Policy (May 2019)

Rationale:

Roding is a fully 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 know that pupils from specific groups and those who stand out individually as different may become excluded from areas of the curriculum if they are not identified early on and supported in appropriate ways.

All children must have access to an appropriate education that affords them the opportunity to achieve their potential.

We need to demonstrate our opposition at Roding to all forms of prejudice and discrimination and this policy is also our statement of intent for Race and Disability Equality.

Aims and objectives:

1. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
  2. To promote good relationships.
  3. Remove barriers to learning and participation that could hinder or exclude individuals or groups of pupils from achieving their best possible outcomes.
  4. To ensure all pupils have equal access to a quality broad and balanced curriculum.
  5. To implement a whole school approach which promotes racial equality.
- This policy should be read in conjunction with SEND policy May 2019
  - We presently identify the following groups of pupils who may be more vulnerable to not making good progress from their starting points: Gender, SEN (Inc. behaviour), Frequent movers, EAL, FSM, irregular attenders, Young Carers, Ethnic groups, Disabled pupils, Children with specific Medical conditions, Looked after children, Specific faith groups, Asylum seekers, Travellers, Disaffected or children at risk of exclusion. Assessment Coordinators (Raise online) on behalf of the SLT hold composition of these groups.
  - It is the responsibility of the SLT to review annually this list in light of national and school evidence. They also prioritise the addressing of these findings. The core-curriculum co-ordinators and SENDCO/Inclusion Lead will also analyse data as part of their role.
  - SLT will ensure all staff receive adequate and appropriate training related to current developments and initiatives.
  - Subject policies will set suitable learning challenges and will allow for flexible teaching and learning styles in order to remove any barrier to learning for pupils.
  - Review of provision for inclusion within each SOW is the responsibility of the co-ordinator. The Curriculum coordinators with support from the SENDCO/Inclusion Lead as needed oversee this.
  - Composition of classes, in terms of our specified groups, will be considered by SLT on an annual basis.
  - Class teachers and other appropriate staff will record relevant information on Integris and ensure this is highlighted to new class teacher.

- Class teacher and Class Assistant will share initial information and update each other as needed.
- The SENDCO/Inclusion Lead analyses the attainment of identified groups termly to identify any children who are not making expected progress from their starting points towards good outcomes. This analysis is used to drive any intervention groups that may be deemed necessary.
- The SENDCO/Inclusion Lead with the SLT annually review the effectiveness of the intervention groups and adapt as needed.
- Some children, staff and parents in our school have disabilities. The school is fully committed to make any reasonable adjustments to ensure that these children are not at a substantial disadvantage when compared to non-disabled pupils.
- The SLT will annually analyse the achievements of the above groups at the completion of all formal assessments. They will make any specific recommendations for action to class teacher/co-ordinator as appropriate.
- The SLT monitor exclusion and attendance by identified groups.
- Incidents of harassment, including racism are recorded, monitored and dealt with as in Teaching & Learning and Anti-Bullying policies.
- The school will follow an established procedure for dealing with racist incidents that is linked to the anti-bullying policy.
- The Language Support Service provide resources, advice and support for all staff and pupils.
- When communicating with non-English speaking parents the staff will consider their needs and offer necessary support. The ECMs and SH will advise staff in this matter.
- Staff and pupils' religious and cultural values will be recognised and respected. Provision will be made for their observance of festivals and customs.
- All staff are responsible for Equal Opportunities in the school.
- 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.