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Headteacher:
Mr IJ McDonald

INCLUSION POLICY

2022 – 2023

‘Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.’

(National Curriculum 2013)

OVERVIEW

At Bishop Martin C. of E. Primary School we value the individuality of all of the children in our care. 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 of our children matter. This policy helps to ensure that this school promotes the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background. This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2018 update)
- SEND Code of Practice 0-25 2014 (April 2020 update)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions 2014 (Aug 2017 update)
- The National Curriculum document 2013 (July 2014 update)
- Teachers Standards 2012 (December 2021 update)

AIMS

Our school 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 we pay to the different groups of children who may be represented within our school:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers, refugees
- children who need support to learn English as an additional language
- children with special educational needs and/or disabilities
- able, gifted and talented children
- children who are at risk of disaffection or exclusion
- children who are 'disadvantaged' and those who receive Pupil Premium funding
- children who have medical needs
- children who are in care or those who are young carers
- children who are gifted and/or talented in any area of the curriculum
- children who have poor attendance
- children who may be at risk

We aim to provide a curriculum that meets the specific needs of individuals and groups of children and we meet these needs through:

- promoting the school values and mission statement
- quality first teaching
- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning
- assessment and tracking of individuals and groups of pupils
- seeking advice from external agencies where appropriate
- developing and deploying our resources to best reflect the various levels of need experienced by pupils
- taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported

We aim to provide a happy, healthy and safe school for ALL of our children by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of all pupils
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of the school community
- liaising with agencies which support the children
- developing effective partnerships with parents and carers
- sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil

TEACHING AND LEARNING

We aim to give all children at Bishop Martin C.E Primary School the opportunity to succeed and reach their full potential. We do this by analysing the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We maintain an on-going assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

Our teaching staff 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
- 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

We achieve educational inclusion by continually reviewing what we do through the ASSESS-PLAN-DO-REVIEW cycle and 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?
- Are all 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.

ROLES & RESPONSIBILITIES

Class teachers and Teaching Assistants

Teachers have responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is shared with the senior leadership team during termly pupil progress meetings. Teachers are responsible for managing the class teaching assistant on a day to day basis.

The Inclusion Manager

The Inclusion Manager is a member of the Senior Leadership Team. The Inclusion Manager takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups. In partnership with other senior leaders, the Learning Mentor and the Head Teacher, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

The Headteacher and the Governing body

Responsibility for making Bishop Martin a truly inclusive school lies with the Headteacher, Senior Leaders and the Governing Body of the School.

PARENT PARTNERSHIPS

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process. All parents are welcome to contact the Inclusion Manager if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

OUTCOMES

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the child centred approach to all we do to ensure that the needs of each individual are met.

At Bishop Martin C.E Primary School 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.

ADDITIONAL RELEVANT POLICIES

- School Safeguarding policy
- School Accessibility plan
- School SEND policy
- School Supporting pupils with medical needs policy