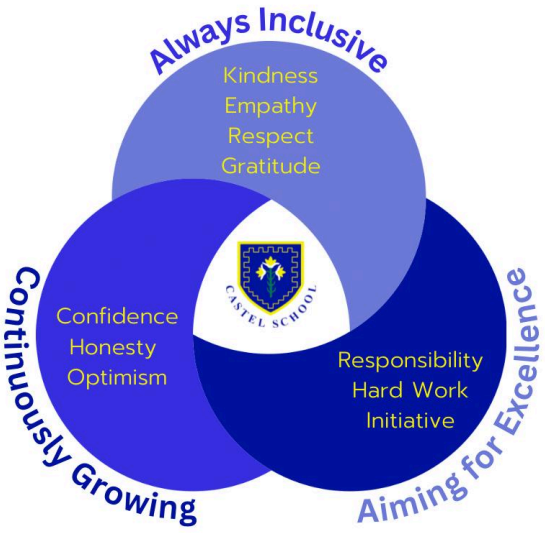
Castel Primary School



Inclusion Policy

Revised: Autumn 2024

Review Date: January 2026

Shared with and agreed by all staff.

This Inclusion policy should be read in conjunction with UNICEF rights :

UNCRC Article 2: Every child without discrimination
UNCRC Article 29: Every child the best they can be

UNCRC Articles 1, 2, 3, 7, 8, 12, 13, 14, 15, 16, 23, 24, 25, 27, 28, 29, 30, 31, 39, 40 (Please refer to UNCRC)

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1. Intent

Castel Primary School aims to be a fully inclusive school, which values the individuality of all of our children, staff and parents/carers, and treats everyone with respect and in a fair and just manner. We understand and value diversity, and challenge discrimination. We are committed to giving all of our children every opportunity to learn, grow and develop and to achieve the highest possible standards, irrespective of ethnicity, culture, religion, language, attainment, age, disability, gender, gender identity, sexual orientation or background. We do this by taking account of their varied life experiences and needs, actively seeking to remove barriers to learning that can hinder or exclude individuals or groups. The achievements, attitudes and well-being of all children matter.

Our school is committed to developing inclusive values which are shared by all members of the school community. We have a responsibility to fully include all children in every aspect of school life and the curriculum, so that equality of opportunity is a reality. Many aspects of equality and discrimination are a matter of law and policy and we follow updates, changes and developments in this area closely.

Our warm, friendly and welcoming environment helps our children to access a stimulating, creative curriculum, which is flexible and adapted to meet the learning needs of all our pupils.

2. Implementation

We aim to ensure that learning is joyous and purposeful. Learners are excited and engaged through high quality teaching and every child is supported and challenged, enabling them to be the best they can be. We develop strong partnerships with our families and also with the wider community, to ensure that learning opportunities outside our school are utilised and maximised. Through our teaching and learning, we aim to meet the core purposes and outcomes of the Bailiwick Curriculum.

We all endeavour to achieve this by:

- recognising and valuing individual differences
- actively encouraging and listening to pupil voice
- having high expectations and aspirations for all learners which stretch and challenge
- promoting every child's belief in themselves as a learner and a valued member of our school community
- modelling good relationships with learners, fostering an atmosphere of encouraging each other to be 'the best that we can be' in all aspects of work and behaviour

● creating a calm, orderly school and classroom environment, with clear routines and expectations of behaviour across all aspects of school life

● ensuring classrooms are organised to facilitate access to resources and strategies to support learning

● offering a broad and balanced curriculum, utilising a range of pedagogical approaches to include all learners and identifying and addressing any barriers to learning

● providing opportunities to learn in different ways and exercise a degree of choice and independence in learning

● effectively using data on attendance and attainment to evaluate progress in inclusion and to identify priorities for further action

● reviewing and monitoring the curriculum and ensuring flexibility to respond to individual and group needs, creating bespoke packages for the most vulnerable learners

● improving a range of core skills and developing critical thinking, team work, creativity, reflection and resilience

● communicating regularly about the curricular, personal and social progress of individuals and groups

● having effective safeguarding processes

● consulting with children, staff and parents/carers on important aspects of school life

● using a range of ways to communicate with parents and carers

● having effective relationships and regular contact with a wide range of external support agencies

● offering a wide range of additional support programmes and clubs outside of lesson time

● having excellent links between pre-schools and feeder school/destination schools to support transition

3. Impact

We ensure educational inclusion by continually monitoring what we do and by asking ourselves:

● 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 children to live in a diverse society?

4. Roles and Responsibilities

At Castel all staff are responsible for inclusion. Our Inclusion champion supports staff, liaises with outside agencies, coordinates provision across the school and monitors the implementation of the policy.
SLT evaluate the impact of the policy on learners' outcomes in a variety of ways, for example through observations and data analysis.

Linked Policies SEN policy , SEN Code of Practice, Teaching and Learning Policy, Attendance Policy, Behaviour Policy, PSHE Policies, Gender Identity Guidance spring 2020.