

Higher Bebington Junior School

Inclusion Policy



Approved by:

Governing Body

Date: 4th October 2023

Last reviewed on:

October 2023

Next review due by:

October 2024

Higher Bebington Junior School Inclusion Policy

Key Contacts

Head Teacher: Mrs S Calveley (0151 608 1011)

Deputy Head Teacher : Mrs E Whittaker (0151 608 1011)

SENCO: Mrs S Pearl (0151 608 1011)

SEND Link Governors: J Harrison, K Lewis (0151 608 1011)

Chair of Governors: Mrs J Harrison, (0151 608 1011)

Mission Statement

To provide inspiring, creative and collaborative learning opportunities where all children are encouraged to reach their full potential.

Vision Statement

Together We Achieve

Our Core Values

Challenge
Curiosity
Creativity
Character

Introduction

At Higher Bebington Junior School, we value the individuality of our children and provide them with every opportunity to meet their own personal goals and targets – leading to the highest possible level of attainment for each child. We do this by taking into account our pupils' varied life experiences and needs. We offer a broad, balanced and continually evolving 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 & Objectives

Our school is 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 within our school:

- Sex and sexual orientation;
- Ethnic and faith groups;
- Children who need support to learn English as an Additional Language;
- Children with Special Educational Needs and/or Disabilities;
- Higher achieving children;
- Children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers;
- Looked after children

The 2014 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 general curriculum to meet the needs of individuals or groups of children.

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 & Learning

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

to the best of their ability. We also make on-going 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 objectives from earlier key stages, which enables some of our children to make progress in their own lessons. 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 extend the breadth of work within the areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure 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;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Disabilities

Some children in our school have disabilities and consequently require additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. 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 for these 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 where 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;
- Uses assessment techniques that reflect their individual needs and abilities.

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This policy can be accessed on line at <https://www.higherbebington.wirral.sch.uk/> or as a paper copy, if requested, at the school office. This policy should be read in conjunction with the SEND policy 2023-2024 and the Higher Bebington Junior School Information Report 2023-2024.

This report was written October 2023

This report is due to be reviewed by October 2024