



INTRODUCTION

St Stephen's C of E Primary School and Children's Centre is committed to embracing, encouraging and demonstrating the Christian values of friendship, justice, endurance, peace, hope, forgiveness, trust, humility, compassion, thankfulness and kononia. Through these values, we hope to give all our pupils the opportunity to achieve the highest possible standard in all aspects of school and centre life. We live in a diverse, multi-cultural, multi-racial society and we will encourage the respect and understanding of other religions and cultures represented within our community, considering engagement with parents and community cohesion to be of the utmost importance towards achieving this.

This policy aims to ensure that this is achieved and is written in conjunction with our school policies for:

- Special Educational Needs and Disabilities (SEND) Information Report
- Equality
- English as an Additional Language (EAL)

AIMS

Equality of opportunity and fair access is for all pupils, including Children's Centre User's, such as:

- girls and boys
- children with special educational needs and learning disabilities
- children who need support to learn English as an additional language
- children with physical disabilities or medical needs able, gifted and talented pupils
- children who are at risk of underachievement
- children from minority ethnic and faith groups, travellers, refugees and asylum seekers
- children deemed to be vulnerable or who need emotional or pastoral support and children facing difficult home situations
- children who are 'looked after' by the Local Authority and children who have been adopted, both of whom often have specific emotional needs
- children who are at risk of disaffection or exclusion
- children for whom attendance and punctuality give cause for concern.

At St Stephen's C of E Primary School and Children's Centre, we aim to address the diverse needs of all our pupils using various intervention strategies such as specialist teachers and support staff, our Learning Mentor, Outreach Worker, outside agencies and members of the local community.

The progress of each child is monitored termly and, if appropriate, interventions will be put in place and recorded on the intervention timetables and on our school pupil tracker.

Inclusion is key to learning in the classroom and class teachers are skilled and trained in assessing, planning and delivering an appropriate curriculum which addresses the range of abilities and needs within their class. Each class teacher and children's centre staff are aware of the needs of the children in their class including children with SEN (and a working knowledge of their current IEPs), children with EAL, Able, Gifted and Talented children and children with health concerns. Teachers use reports and information from outside agencies when planning and teaching and they are aware of any in-school and centre interventions currently being undertaken.

TEACHING AND LEARNING

Where the barrier to inclusion may be linked to the learning needs of specific pupils or groups, our school and centre curriculum is planned to provide appropriate learning challenges which respond to children's diversity. We recognise the importance of tailoring the educational experience to meet the needs of those individuals, be it for children who struggle to achieve age-related expectations or those who significantly exceed them (see related policies – SEND report, EAL, A,G&T)

We celebrate the fact that we are a culturally and ethnically diverse community and recognise the importance of monitoring the content of the school curriculum to ensure that it accurately reflects and supports this diversity. Staff are aware of equal opportunities legislation that covers race, gender and disability. (See equality policy)

Ongoing assessment and reviews ensure that each pupil's and children's centre user's progress is monitored closely and appropriate interventions are employed when necessary. Parents and carers are involved at all stages - translation and support services are used when appropriate.

A child who is unhappy or stressed will not learn and where barriers to learning exist because of emotional or behavioural needs, every effort is made to ensure that appropriate pastoral support is in place. We have a child and parent counsellor who comes in every Tuesday and works children and parents with emotional and/or behaviour issues.

Whilst seeking to maintain a rolling programme of training for all staff on specific areas of inclusion, if we have pupils and children centre user's with complex needs which require a degree of expertise and knowledge beyond normal expectations, we will seek training and advice from relevant agencies, as well as drawing on the expertise of parents, in order to give appropriate support to these children.

There may be occasions when a pupil's and children centre user's learning needs are hampered by a short-term or chronic medical condition. Our school nurse monitors the profile of pupils with medical needs in liaison with school staff, parents and the Health Service and all staff will be informed of situations which may require intervention. The SENCO or Headteacher, will liaise with relevant hospital teaching services should a child require a long-term hospital stay.

Oversight of this policy, its application and review is the responsibility of the SENCO, in liaison with the Senior Leadership Team and the designated governor with responsibility for inclusion.

Agreed by Governors
(Chair Signature):

Policy Due for Review:

March 2016