



Inclusion Policy

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Signed by Headteacher	Kate Baskeyfield	<i>Kate Baskeyfield</i>
Signed by Chair of Governors	Elizabeth Dunstan	<i>EDunstan</i>

Document control	
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Written by	Kate Baskeyfield (Headteacher)
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Main amendments as part of this review / update	No amendments have been made as this is anew policy to school.



If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 748 1867

If you are another interested party – contact the school office on 0161 748 1867

Kingsway Primary School aims to be a fully Inclusive School.

The school is a **COMMUNITY** school and is **for everyone**.

We believe that a respect for diversity and uniqueness of the individual should be fostered in all areas of the school community.

Kingsway Primary School values the individuality of all children, staff and the wider community. We are committed to giving 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 future-focused curriculum which is broad, balanced and creative. We have high expectations for all. The achievements, attitudes and well-being of all of our children matters. This policy helps to ensure that this school promotes the individuality of everyone, irrespective of ethnicity, race, attainment, age, disability, sex, religion/belief or background (in line with the Equalities Act 2010). Inclusion is an integral part of everyday life at Kingsway Primary School and is at the forefront of our aims and beliefs.

At Kingsway Primary School we believe that intelligence and ability are not fixed. We actively seek to promote "**Growth Mindset**" thinking: we can always improve. We might not know it **YET**. We try to help children to aim high and do their best. We reward **effort** and **perseverance** as well as praising and celebrating achievement.

Kingsway Primary School aims to encourage children to develop a positive sense of self-worth, gain an awareness and appreciation of human similarities and build an understanding and respect of others and their differences.

Roles and Responsibilities

At Kingsway Primary School, all staff have a responsibility to positively promote inclusion and to fully embrace inclusive practices. It is important that young people and adults are treated fairly and are given the opportunity to achieve, learn and succeed without interference, disruption or discrimination. All children have a right to individual help and respect from their teachers and other staff. In addition, all children should have access to all aspects of the Curriculum at their level. The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

The school's Governing Body is responsible for:

- Promoting equality of opportunity, accessibility and inclusion
- Making sure that the school complies with relevant legislation
- Making sure that the school's Inclusion Policy is adhered to

Key Related Personnel:

SENDCo – Paul Walker

Health Care Plans – Paul Walker

Teaching and Learning

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or groups.

In line with our Inclusion Policy at Kingsway Primary School all teachers are required to follow three inclusive principles (linked with the 2012 Teacher Standards):

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
creating effective learning environments; securing their motivation and concentration; providing equality of opportunity through teaching approaches; using appropriate assessment approaches; setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are at the forefront of personalised provision and are key to successful teaching and learning at Kingsway Primary School.

In addition we:

- Provide other opportunities outside the curriculum to meet the needs of individuals or groups of children
- Commit to 'Extended Services' provision

At Kingsway Primary School, 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 they are achieving within their 'Zone of Proximal Development' (Vygotsky, 1978*). We also make ongoing assessments of each child's progress (in line with our Assessment Policy and Procedures).

At Kingsway Primary School, we strongly believe that inclusive practices help all individuals and classroom organisation is an essential part of this. All teaching staff are provided with the appropriate training and support to develop their Quality First Teaching (Wave 1) practice and ensure that lessons are accessible for all. Where needs are not met through adaptation and QFT, additional provision is mapped (see the school's SEND policy for provision mapping procedures).

Teaching staff are familiar with the school's Equalities Scheme (updated every three years) and associated legislation and on a yearly basis receive level one Safeguarding training.

We achieve educational inclusion by continually monitoring and evaluating what we do.

Children with Disabilities

We are committed to meeting the needs of children with disabilities. The school fully meets the requirements of the Equality Act, 2010 and the 2014 SEND Code of Practice. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an enabling environment, within its resources, that allows disabled access and that provides disabled children full access to learning. The schools Accessibility Plan (part of Equalities Scheme) aims to make 'Reasonable Adjustments' in order to ensure that a disabled pupil or adult is not disadvantaged compared to another pupil or adult.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum (See Teaching and Learning Policy).

Vulnerable Children and Families:

At Kingsway Primary School the school's Safeguarding Team. The school also works in conjunction with Trafford Teams Together to support our vulnerable children. Trafford Team Together works alongside the school to support *any pupil/family that the school or an individual member of the teaching staff feel is potentially at risk or vulnerable*. In order to diminish the difference we provide extended opportunities for these children and their families.

Vulnerable Pupils at Kingsway Primary School can be identified under several

headings. Children who are:

- Subject to a Multi-Agency Plan/Child Protection
- "Looked After Children" LAC
- Identified as Level 3 or Level 4 of Trafford's Threshold Criteria for Child Protection/Child in Need

Children with:

- Poor attendance (less than 85%)
- Poor punctuality
- Social, Emotional and/or Behavioural difficulties
- Low self-esteem
- Mental Health issues

Parents/Carers with:

- Low self-esteem
- Poor parenting skills
- Alcohol/Drug problems

Summary

In our 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.

We aim to create a whole school ethos that promotes the inclusion of all pupils; by creating a supportive social environment in order to facilitate successful social interactions, acceptance of and empathy for others.

We encourage staff to work collaboratively, in a multi-agency approach, with colleagues, external professionals, pupils and parents. In order to ensure consistency of approach,

sharing of good practice, communication regarding specific needs and recommendations for provision.