Bishop Monkton C of E Primary School

Policy for Inclusion

Document Status			
Date of Next Review	February 2028	**Responsibility**	*SEN Governors*
Success Criteria for review completion	Review of academic year	**Responsibility**	*SEN Governor*
Date of Policy Creation Spring 2014	**Adapted School written model**	**Responsibility**	*SEN Governor*
Date of adoption by Governing Body **December 2014** **Review October 2017** **Reviewed February 2022** **Reviewed February 2025**		**Signed** **Headteacher Sally A Cowling** **Chair of Governors Ashlea Costelloe** **Date 17th March 2025**	
Method of Communication (e.g. Website, Noticeboard, etc.) Website, Staff Meetings and Policy Folder			

Act justly, love kindess and walk humbly with God. Micah 6:8

Intent

As a Church of England School, we believe in an inclusive vision for education. This includes 'affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind' (Valuing All God's Children updated 2019). Bishop Monkton Church of England Primary School is therefore committed to inclusion, affording pupils a sense of their own dignity. Every child should be revered and respected as a member of the school community. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential, promotes human flourishing and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and life.

Definition of Educational Inclusion

Educational Inclusion is about providing equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, beliefs, attainment or background, and we explicitly teach children about the Protected Characteristics, in an age-appropriate way. As such, this policy should be read in conjunction with other school policies, especially the Special Educational Needs and Disabilities Policy, the Anti bullying Policy, the Behaviour Policy, the PSHE policy and the Mental Health Policy. Bishop Monkton C of E Primary School is committed to inclusion.

Aims

We aim to be an inclusive school and to offer equality of opportunity to all groups of pupils within the school. These include vulnerable pupils such as:

- boys and girls

- pupils with disabilities
- pupils with Special Educational Needs and Disabilities.
- pupils from different ethnic groups
- pupils for whom English is an additional language
- pupils from different faiths
- pupils with emotional, behavioural or social needs
- disaffected pupils
- pupils who are Looked After Children
- pupils who are gifted and talented
- pupils who are from a travelling background

We aim to provide an adaptedcurriculum which meets the needs of all pupils, individuals and groups by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment
- deploying all available support effectively
- involving Teaching Assistants in planning and delivering the curriculum
- seeking and deploying support from external agencies as appropriate
- explicitly teaching children about the Protected Characteristics as part of British Values
- providing a curriculum which celebrates the achievements from a broad range of people
- using diverse texts
  [see SEND policy for further details]

We aim to provide a happy, healthy and safe school 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 pupils
- listening and responding to the concerns of children and parents
- taking care to balance the needs of all members of the school community
- providing the physical environment to allow access for all
  [See Mental Health, Safeguarding, Behaviour and Anti-bullying policies for further details]

We secure inclusive education for our pupils by monitoring and evaluating through the following mechanisms:

- seeking pupils' views through pupil-voice, self-review and sharing of targets
- Head Teacher and Senior Leaders monitoring how planning and adaptive teaching is undertaken throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account
- analysis of data, focusing on the progress made by identified groups of pupils
- whole-school review procedures

- progress report to Governors through the Head Teacher's Report to the Governor

Links to External Agencies

We will work closely with parents and, where appropriate, make use of teachers and facilities from outside the school, including various support services, including (but not limited to):

- Early Help
- SEND hub
- Locality board
- Educational Psychologist
- Health Team
- Social Care
- Compass Phoenix (mental health)

Conclusion

Training opportunities will be available to all staff to develop inclusive strategies.

An Accessibility Plan has been formulated to ensure that a Strategic Plan is in place for physical access to the premises.

Links to Other Policies

This policy should be read in conjunction with all other relevant policies:

- *Behaviour Management Policy*
- *Admissions Policy*
- *Access Plan*
- *SEND Policy*
- *Vulnerable Pupils Checklist*

References

Children and Families Act 2014
DfE Special Educational Needs and Disability Code of Practice 2014
Valuing All God's Children updated 2019