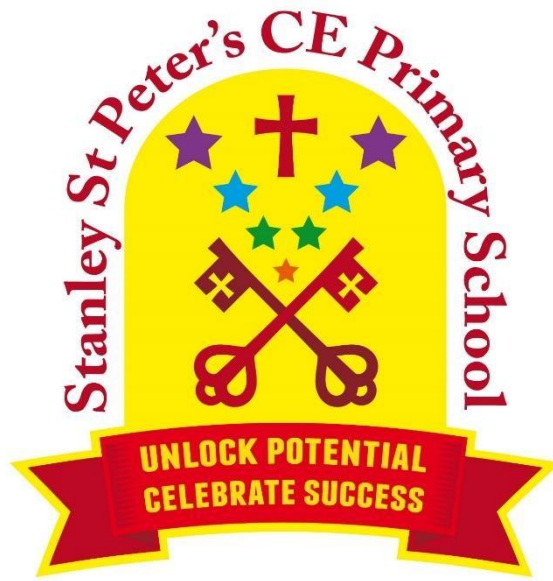




Inclusion Policy

2024 – 2026

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V2	10/8/24	M Wiggins	Document control table added. Transition section – changed wording to include consultation with parents will occur regarding how to support the child. (We currently await further guidance on this from the DfE.)

Introduction

We aim to create a happy school where all children have an equal opportunity to develop socially, physically, intellectually, emotionally and morally through a broad and balanced curriculum and through stimulating, engaging and challenging teaching in a supportive Christian environment.

We strive to ensure that everyone at St Peter's realises their potential and has the opportunity to be successful.

We use our school vision 'Unlock Potential, Celebrate Success,' to promote positive learning attitudes and motivate our children to succeed in all they do.

Values shared by all who work and learn at St Peter's are: **perseverance, friendship, courage, forgiveness, acceptance and honesty.**

Vision: Unlock Potential, Celebrate Success

This policy fulfils this vision statement by recognising and valuing diversity and promotes a shared vision for community cohesion to support the participation of individuals in school and community life.

At Stanley St Peter's we actively seek to remove barriers to learning and participation that could hinder or exclude individuals, or groups of pupils. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupil's achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all and is included as one of our curriculum drivers.

This policy has been written in response to national legislation that supports inclusive learning: The Education Act 1996, Equality Act 2010, SEND Code of Practice 0-25 years 2014. This policy should be read in conjunction with the following policies: Equality Information and Objectives document, SEND Policy, Safeguarding and Child Protection Policy, Anti-bullying policy, Behaviour Policy, EVC Policy and our Accessibility Plan.

This policy applies to pupils who:

- Have learning, physical, communication, sensory and/or medical needs;
- Have or experience behavioural, emotional and social needs;
- Reflect social and cultural diversity;
- Have attendance issues;
- Experience significant ill health;
- Have relatives to care for;
- Have English as an additional language;
- Have recently come to our country or maybe refugees or asylum seekers;
- Have a traveller lifestyle;
- Are children looked after;
- Live in poverty or may be homeless;
- Are gifted or talented
- Bully or those who are victims of bullying
- Are bereaved
- Identify as lesbian, gay, bisexual, transgender, or questioning
- Are traumatised

Aims:

Through effective inclusion St Peter's aims to:

- Meet the individual needs of all children
- Challenge all children to achieve their best
- Support children to develop their personalities, skills and abilities;
- Provide appropriate teaching which makes learning challenging, enjoyable and successful,
- Provide equality of educational opportunity
- Engender a culture of tolerance, acceptance and mutual respect. All are valued in our school as children of God.
- Cultivate a culture of tolerance, acceptance, and mutual respect

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1. Inclusion

1.1 Characteristics of effective inclusion:

Inclusion will be effective when:

- Government and LEA inclusion recommendations are fully enacted
- The school's inclusion policy is implemented consistently by all staff
- Discrimination or prejudice is eradicated
- Barriers to learning and lack of participation are identified proactively and teaching meets a diversity of needs with appropriate adjustments made as required
- All pupils have access to an appropriately personalised and inclusive curriculum
- Everyone recognises each other's strengths and we celebrate children's achievements
- Collaboration with parents/carers reinforces effective education

1.2 Policy for Inclusion

In order for Stanley St Peter's to achieve the characteristics of effective inclusion we will:

- Know the children well so that we are aware of their learning needs and can plan effectively to meet them.
- Respond to children's diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

- Use the children's current knowledge as the starting point for teaching
- Use a wide range of strategies to meet learners' needs and interests
- Ensure that children are active learners, who are fully engaged in the learning process via the use of equipment, apparatus and resources to aid this as necessary.
- Teachers ensure that children feel secure and know that their contributions are valued. Classes are mixed ability.
- Support is offered through guided group work led by teachers or teaching assistants and through peer collaboration.
- Individual plans are developed for pupils struggling with learning and behaviour and shared with parents/carers.
- Integrating ICT and specialised equipment to enhance learning
- Other equipment is used to support and enhance learning. For example, recommendations made by Occupational Therapists and Learning Support Services or teaching resources that break down learning for children to access the curriculum.

1.2.1 Children with SEND

- Teachers modify teaching and learning as appropriate for children with SEND. For example, they may give additional time to complete certain activities or modify teaching materials and the support offered.
- One Page Profiles outline the inclusive teaching and personalisation that the child needs to access the curriculum and set targets to ensure progress in their learning.

1.2.2 Children with disabilities

- In addition to the modification in teaching and learning as outlined previously, the school is committed to providing an environment that allows children with disabilities full access to all areas of learning. This is outlined in the accessibility plan.

1.2.3 Racism and Prejudice

- The diversity of our society is addressed through our schemes of work, which reflects the programme of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils regardless of ethnicity, social, sexual orientation, or gender. Diversity is one of our curriculum drivers and is therefore threaded throughout our curriculum. Resources, class novels and projects are carefully selected to provide the children with many opportunities to learn about different cultures, ways of life, families, etc.
- All incidents of racism or prejudice are recorded and reported to the governing body.
- The school contacts parents or carers of those pupils involved in incidents of these kinds. See Appendix 1 for guidance on Trans Inclusion.

1.2.4 Disapplication and Modification

- The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances.
- In some circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would discuss this with the parent/carer and the Local Authority. Before considering such action, we would ensure that every effort had been made to provide

the necessary support from within the school's resources. The school will follow the correct procedure for disapplication and modification as outlined in the NAA guidelines, annually.

1.3 Responsibilities

The SENDCo is responsible for keeping the Headteacher and Governors regularly informed about inclusive provision in the school and for inclusive teaching concerning children with Special Educational Needs and Disabilities.

All teachers are responsible for meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within their own classrooms and across the school community.

The Learning Mentor works closely with individuals or small groups in order to remove barriers to learning and promote the mental well-being of identified children.

The SENDCo reviews the skills of staff in relation to inclusive teaching for all groups in order to ensure that there is a good balance of training to enhance the skills of staff. Staff are encouraged to observe good inclusive practice within school and in other schools.

2. Appendices

2.1 Trans Inclusion Guidance

What the law says

The Equality Act 2010 made gender reassignment a protected characteristic for pupils and staff. It includes not only those going through medical procedures to change their sex but also those taking steps to live in the opposite gender or proposing to do so.

The act makes it unlawful to discriminate against, harass or victimise pupils or potential pupils:

- In regards to admissions
- In the way education is provided to pupils
- In the provision of access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment

Transphobic Hate Crime

Parliament passed legislation in the Legal Aid, Sentencing and Punishment of Offenders Act 2012 to provide harsher sentences for transphobic hate crimes.

Transition

This refers to the social, psychological, emotional and economic processes by which a person moves from their gender assigned at birth to the gender they identify with. This does not involve surgery.

Any guidance needs to be tailored to the individual, as there is no single path or experience of transition. **A good place to start is by conversing with the young person and their parents in order to plan how the school can best support them.**

Key Areas

Suggestions for conversations could include:

Name and Pronoun – A young person may wish to change the pronoun (he/she, they) by which they are referred. In consultation with parents, this will be supported by the school and clearly communicated to all staff in the school so that registers and records can be changed accordingly. Names can be changed on systems without the need for a Deed Poll document. Deliberate refusal to use someone's new name or preferred pronoun would be classed as transphobic bullying.

Residential Trips – Trans young people should be able to sleep in dorms appropriate to their gender identity. If any young person feels uncomfortable then alternative arrangements should be made.

PE and changing – Trans young people have the legal right to use the changing facilities aligned with their gender identity. If anyone feels uncomfortable with this, alternative arrangements should be made so that all young people feel safe in their allocated spaces.

Toilets and other facilities – as above, young trans people have the legal right to use toilets of their gender identity. A consideration should be made regarding their vulnerability when using facilities, which could be deemed bullying or abuse. Accessible toilets could be considered.

Uniform – School uniforms should not be a barrier for young trans people. Uniforms should be flexible to accommodate trans students' gender presentation.

Supporting an Inclusive Curriculum

To support an inclusive curriculum, there should be as few differences in curriculum as possible between single-sex classes. It is important in ensuring that all pupils receive the opportunity to partake in activities, sports and a wide range of learning experiences.

Transphobia and bullying

This kind of bullying is motivated by a prejudice against trans or questioning people. It could be carried out physically, verbally, emotionally and through cyberspace.

It may be targeted towards:

- People known to identify as trans
- People who are perceived as trans
- People who have friends or family that identify as trans.

The school's anti-bullying policy will be followed in these circumstances and procedures will be followed for any other type of bullying. Staff have a duty to challenge transphobic language by pupils who intentionally misgender each other.

Prejudice from parents

If parents express concern over the school's actions in including trans young people, then this should not affect the school's actions regarding that of the young person.

Named Person

If a member of staff requires more support with transgender issues, then the Headteacher should be consulted.