



Barley Fields Primary School

INCLUSION POLICY

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At Barley Fields Primary School, the concept of inclusion is at the very heart of our educational philosophy, and we continually strive to improve our inclusive provision.

AS A UNICEF RRSA GOLD AWARD SCHOOL, we actively teach about rights, through rights and for the rights of every child as enshrined in the UNCRC (United Nations Convention on the Rights of the Child). The UNCRC should be displayed in every classroom and is embedded in daily practice in school. Links to the UNCRC are made through planning documentation and the UNCRC should be the basis of class charters and the everyday language used by staff (duty bearers) and children (rights holders). As a UNICEF RRSA Gold Award school, the UNCRC is at the heart of our school mission statement and our ethos and guides our inclusive practice as a school.

Inclusive Practice

We aim to meet the needs of **all** our children in a positive and pro-active way. We view inclusion as part of our overall improvement strategy and acknowledge it as integral in everything we do. We strive to hold the moral vision that our school is entirely about helping **all** children to learn regardless of factors such as:

- Gender;
- Special Educational Need;
- Disability;
- Social and Cultural backgrounds;
- Membership of ethnic groups including travellers, refugees and asylum seekers;
- Sexual orientation;
- Diverse linguistic backgrounds.

This Policy should be read in conjunction with our suite of safeguarding, child protection and behaviour policies which reference the Protected Characteristics as detailed in UK law.

In the UK, it is illegal to discriminate against any individual or group of individuals on the grounds of:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

We view inclusion as incorporating provision for every child in our school and making sure their educational experience allows them to maximise their individual potential.

We believe that as an inclusive school we should:

1. *promote an inclusive ethos and culture;*
2. *provide a broad and balanced curriculum for all pupils;*
3. *implement systems for the early identification of barriers to learning and participation;*
4. *have high expectations and set suitable targets for all children.*

Ethos and Culture.

This is central to our provision and our school is a secure, accepting, collaborating and stimulating community in which everyone is valued. This is officially recognised through our status as a UNICEF RRSA Gold Award School. An important aspect of this is the 'sense of community' and the agreeing of shared values and practices supportive to inclusion amongst staff, children, governors and parents.

Building a sense of community:

5. Everyone is made to feel welcome;
6. Children are encouraged to help one another;
7. Staff collaborate with each other;
8. Staff and children treat one another with respect;
9. There is partnership between staff and parents;
10. Staff and governors work well together;
11. Local communities are involved with the school.

Establishing inclusive values:

12. There are high expectations for all children;
13. Staff, governors, parents share a philosophy of inclusion based on the UNCRC;
14. Children are equally valued;
15. Staff and children are treated as human beings as well as occupants of a role;
16. Staff seek to remove all barriers to learning and participation in school;
17. The school actively strives to minimise discriminatory practices.

PROVIDING A BROAD AND BALANCED CURRICULUM.

Barley Fields Primary School has a responsibility to provide a broad and balanced curriculum for all children. The National Curriculum and E.Y. guidance offers a starting point for planning a school curriculum that meets the specific needs of individuals and groups of children. In planning teaching and learning opportunities teachers at Barley Fields Primary School strive to give due regard to the following principles:

a) Setting Suitable Learning Challenges.

- Teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.
- For children whose attainment is at risk of falling significantly below expected levels, adapted teaching methods are used to ensure that the educational experience matches personalised needs and age.
- For children whose attainment significantly exceeds the expected level of attainment teachers will use adaptive teaching techniques to ensure that teaching is pitched at the highest level.

b) Responding to children's diverse learning needs.

- Teachers should set high expectations and provide children with opportunities to achieve.
- Planning should consider the wide variety of groups that exist within the school and should offer a range of approaches to teaching and learning to enable all children to take part fully and effectively.
- Teachers should ensure they meet the full range of children's needs and should be aware of requirements as detailed in school policies.

c) Creating an effective learning environment in which:

- the contribution of all children is valued;
- all children feel secure and able to contribute appropriately;

This policy will be reviewed in 2026

- stereotypical views are challenged and children learn to appreciate and positively view differences in others, whether arising from race, gender, ability or disability;
- children learn to take responsibility for their actions and behaviour both in school and in the wider community;
- all forms of bullying and harassment, including racial harassment, are challenged;
- children are able to participate safely in clothing appropriate to their religious beliefs.

d) *Securing children's motivation and concentration by:*

- Using adaptive teaching appropriate to need;
- using, where appropriate a range of organisational approaches, grouping or individual work to ensure that learning needs are properly addressed;
- approaching learning and challenges with a growth mindset -the teacher has the highest possible expectations for children in their class.
- varying subject content and presentation so this matches learning needs;
- planning work which builds on interests and cultural experiences;
- planning appropriately challenging activities for all learners;
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability;
- planning and monitoring the pace of the curriculum so that all children have a chance to learn effectively and achieve success;
- taking action to maintain interest and continuity of learning for all children who may be absent for extended periods.

e) *Providing equality of opportunity by:*

- ensuring that all children, regardless of gender are able to participate in all aspects of the curriculum;
- taking into account the interests and concerns of all pupils by using a range of activities and contexts;
- avoiding gender stereotyping when organising children into groups, assigning them activities or arranging equipment;
- taking account of children's specific religious or cultural beliefs relating to the representation of ideas or experiences;
- enabling the fullest possible participation of children with disabilities or particular medical needs in all subjects;
- offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support aids or adaptations.

f) *Using assessment approaches which:*

- allow for different learning needs and ensure that children are given the chance and encouragement to demonstrate competence and attainment through appropriate means;
- that are familiar to the children and that are adequately prepared to meet their needs;
- use materials which are free from discrimination and stereotyping in any form;
- provide clear and unambiguous feedback to children concerning their achievements and as an aid to further learning.

g) *Setting targets for learning which:*

- build on children's knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time;
- are attainable, yet challenging and which help children to develop their self-esteem and confidence in their ability to succeed;