



***Being different, succeeding together***

*UNCRC Article 2: Every child without discrimination*

*UNCRC Article 29: Every child the best they can be*

# **St Martin's Primary School Inclusion Policy**

*UNCRC Articles 1, 2, 3, 7, 8, 12, 13, 14, 15, 16, 17, 23, 24, 25, 27, 28, 29, 30, 31, 39, 40  
(Please refer to UNCRC)*

Successful Learners   Confident Individuals   Responsible Citizens   Effective Contributors

*Healthy and Active   Safe and Nurtured   Included and Respected   Reaching their Full Potential*

We believe that learning should be joyous and purposeful; where learners are excited and engaged through excellent teaching which challenges them and shows them what they can do. We ensure that learning is of high quality which is planned and managed so that every child is supported and challenged.

We believe in strong partnerships with families and the wider community to ensure that learning outside of our school thrives.

Through our teaching and learning, we aim to achieve the core purposes and outcomes of the Bailiwick Curriculum.

## **Principles**

St Martin's Primary School aims to be a fully inclusive school. Our school values the individuality of all of our children, staff and parents/carers, and treats everyone with respect and in a fair and just manner. We understand and value diversity, and challenge discrimination.

We are committed to giving all of our children every opportunity to learn, grow and develop and to achieve the highest possible standards, irrespective of ethnicity, language, belief, attainment, age, disability, gender, gender identity, sexual orientation or background. We do this by taking account of their varied life experiences and needs, and actively seeking to remove barriers to learning and participation that can hinder or exclude individuals or groups. The achievements, attitudes and well-being of all our children matter.

Our school is concerned with developing inclusive values shared by all members of the school community. We have a responsibility to fully include all children in every aspect of school life and the curriculum so that equality of opportunity is a reality.

## **Inclusive Practice at St Martin's Primary**

### **We all**

- have high expectations and aspirations for all learners with personal targets which stretch and challenge
- provide opportunities to learn in different ways and exercise a degree of choice and independence in learning
- model expectations and develop good relationships with learners
- offer flexible and alternative provision
- make opportunities equitable
- communicate regularly about the curricular, personal and social progress of individuals and groups
- identify and address any barriers to learning
- promote cooperative learning
- recognise and value individual differences
- create bespoke transition packages for vulnerable learners
- create bespoke packages for the most vulnerable learners
- have effective safeguarding processes
- use multi-agency support teams effectively
- use a range of ways to communicate with parents and carers
- have effective relationships and regular contact with a wide range of external agencies
- consult with children, staff and parents/carers on important aspects of school life
- have excellent links between pre-schools and feeder school/destination schools to support transition
- effectively use data on attendance and attainment to evaluate progress in inclusion and to identify priorities for further action
- offer a broad and balanced curriculum
- review and monitor the curriculum and ensure flexibility to respond to individual and group needs
- have an emphasis on improving a range of core skills and developing critical thinking, team work, independence, creativity, reflection and resilience
- offer a wide range of additional support programmes and clubs outside of lesson time

### **Monitoring the Impact of Inclusion Policy**

We ensure educational inclusion by continually monitoring what we do and by asking ourselves:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- How are our actions effective?
- How are we successful in promoting harmony and preparing children to live in a diverse society?

### **Linked Policies**

SEN policy, SEN Code of Practice, Teaching and Learning Policy, Attendance Policy, Respectful Behaviour Policy, PSHE Policies, Rights Respecting Policy

January 2022

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