

# Ballacottier Primary School



## Inclusion Policy

Approved By:	Full Governing Body
Date:	October 2024
Review Date:	October 2026
Signed:	

## Mission Statement

At Ballacottier School we aim to create a nurturing, caring learning environment, where every child feels empowered to realise their full potential.

## Introduction

At Ballacottier, we are committed to giving all our children every opportunity to achieve. This means providing equal access to opportunities and resources for all children at Ballacottier School, remaining aware of the different groups of children which we have in our school.

This policy applies to children who:

- Have additional educational needs or disabilities
- Have specific medical needs
- Use English as an additional language
- Are from an ethnic, social or cultural minority
- Are young carers
- Are looked after children
- Live in poverty
- Are bereaved or traumatised
- Present with safeguarding concern
- Are gifted and talented
- Have attendance difficulties
- Have behavioural difficulties
- Are victims of bullying
- Are becoming aware of their sexuality
- Are transitioning or identifying as a different gender to that assigned at birth

## Aims

Our school aims to be an inclusive school which celebrates diversity, where everyone feels valued. This means that equality of opportunity must be a reality for all of our children.

We aim to:

- Value and celebrate everyone's individuality;
- Develop all children's self-confidence and self-esteem and be proud of who they are;
- Encourage the children to be successful members of our school community and their wider community;
- Support all children in their development of life skills for a successful future;
- Provide a curriculum which is broad, balanced and meets the needs of all individuals;
- Help children be creative and critical thinkers, encouraging them to question and solve problems;
- Create a stimulating and challenging learning environment where all learners feel valued and can thrive;

- Create a positive school environment which is centred around everyone being supportive and caring towards each other;
- Create a school community in which children, parents, teachers and governors work together;
- Help the children understand the world they live in and the ways which we can help our local, national and global community.

### Objectives

At Ballacottier school we will:

- Ensure implementation of government and DESC inclusion recommendations;
- Ensure all staff implement the inclusion policy consistently across the school;
- Identify any barriers to learning and provide appropriate support to meet each child's individual learning needs;
- Differentiate learning to make learning accessible to all children;
- Celebrate each other's strengths and achievements;
- Approach our learning with a growth mindset and support each other to reach our personal goals;
- Work in partnership with parents / carers to support their child's education.

### Academic ability

Our curriculum is planned to meet the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning through the interventions which we use;
- providing other curricular opportunities to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do to ensure that we are providing the children with the education which they deserve.

### Additional Educational Needs and Disabilities

It is the responsibility of all teachers at Ballacottier to ensure that individual learning needs are met through differentiated support. We offer a continuum of provision to meet a diversity of pupils' needs. To support children in their own development, teachers may use smaller groups and interventions for specific aspects of the curriculum.

At Ballacottier, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities and needs of all their children. Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

It is the responsibility of the SENCO (Mr Alex Allen-Snell) to develop, support and monitor inclusive provision across the school, working closely with staff. The SENCO will also co-ordinate external specialist provision, ensuring that all children who are identified as having an additional need are receiving the intervention and support to help their learning needs.

Children with Complex Needs in the Specialist Provision Centre (SPC) - Rainbow Room are overseen by the Manager - Mrs Cathy Holland.

#### Specialist Provision Centre Aims:

- To provide a learning environment and provision which considers each individual child's needs and is welcoming and inspiring.
- To provide a wide ranging curriculum which will include opportunities for sensory based learning along with facilitating independence skills throughout the school day.
- To plan our daily program in a flexible way which takes account of each child's presentation on that day.
- To give opportunities throughout each day for many varied interactions, through different forms of communication between staff and pupils and peer to peer.
- To develop communication using a variety of different approaches which the aim of supporting all children to thrive.
- To always consider barriers to learning and aim to overcome them for each child.
- To work in partnership with parents and carers at all points along their child's learning journey.
- To work with and follow guidance from professionals who may be supporting children based within the SPC.
- To always work in a positive manner and understand that all behaviour is communication.
- To set appropriate targets for each individual child which considers their individual needs.

#### External Support

Sometimes the school involves the support from external agencies with parental agreement if additional support may be required to remove barriers to learning. This would involve agencies like Educational Psychology; Speech and Language Therapy; Occupational Therapy; Child, Adolescent Mental Health Service (CAMHS).

#### Gender and sexuality

It is important that Ballacottier School is a safe and welcoming place where children feel confident to be true to themselves. All staff have completed equality training, raising their awareness of the different genders or sexualities which children in our care may identify as.

This allows staff to respond confidently if they are made aware of a child who is transitioning or becoming more aware of their sexuality or gender. Staff will then respond accordingly to make any changes to the child's provision and learning environment to support them, which may include raising awareness with peers. Staff

will ensure that lessons are taught in an inclusive manner to celebrate our differences which makes us individuals.

### Inclusive provision

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- celebrate individuality and diversity.

**October 2024**