



# Beverley Minster Church of England Primary School



## Inclusion Policy Statement.

### Rationale:

**Our School Vision is 'Foundations for Life, For All to Flourish'**

**School Values** - We have we have six values which underpin this vision. All that we do is driven by these values of Respect, Curiosity, Community, Honesty, Perseverance and Creativity.

Beverley Minster Church of England Primary School is a learning community where each individual, child or adult, is given the opportunity to achieve his/her full potential in a caring and supportive learning environment. We believe that learning should be exciting. At times, learning may be hard work that needs persistence and determination but it should always be satisfying. We work hard to help our pupils understand the world in which we live, providing skills that are relevant to their further learning. We believe that each member of our learning community has the right to be treated with equal worth and feel valued both as an individual and as a contributor to the school as a whole. We are a Church of England Primary School and our strong links with our church are reflected in the caring Christian ethos that underpins all that we do together. We value parents and carers as central partners in the learning process and work to secure their support and operation in building effective partnerships. We seek also to develop and maintain close links with the local community.

This Inclusion Policy Statement summarises our commitment to be an inclusive school within the framework of our Vision & Values.

### Purposes & Guidelines:

1. We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:
  - Boys and girls;
  - Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
  - Pupils who have English as an additional language;
  - Pupils who have Special Educational Needs;
  - Pupils who are Gifted and Talented;
  - Pupils who are Looked After children;
  - Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress.

2. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. This will be achieved by:
  - Designing a curriculum to promote a full range of learning, thinking and life skills;
  - Providing a broad, balanced and relevant curriculum;
  - Using flexible and responsive learning and teaching styles;
  - Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
  - Developing a close partnership with the whole community, particularly parents.
  
3. We aim to provide a differentiated curriculum that 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.
  
4. 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.
  
5. We secure and develop inclusive education for our pupils by reviewing and evaluating what is done. We do this by posing the following questions:
  - Are all our pupils happy to be in school?
  - Does each pupil achieve as much as they can?
  - Are there differences in the achievements of different groups of pupils?
  - What is in place for pupils who are not achieving their potential?
  - Are our actions effective?

### Conclusion:

The policies in place in our school support inclusion and are reflected in all aspects of school development & improvement planning, in the planning of the curriculum at long and medium term levels and in the planning and preparation of individual lessons. The practice within our school reflects our inclusive ethos, responding to pupil diversity, to material resources being used to support learning and participation for all.

*Reviewed October 2017*