

GREAT SANKEY PRIMARY SCHOOL



INCLUSION POLICY



'Together We Learn and Grow'

SEPTEMBER 2025

Introduction:

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. Diversity is valued as a rich resource, which supports the learning of all. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of each individual child matters to us and this policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or religion.

This policy should be read in conjunction with: SEND policy and the Equalities Policy.

At Great Sankey Primary we aim to be an outstanding school with our children at the core of everything we do. We are committed to providing a caring environment where every child can thrive and is supported to achieve their unique and amazing potential. An exceptional school is one that: establishes excellent values & ethos; ensures that relationships & behaviour are outstanding; raises achievement & attainment to the highest possible levels and proves that learning & teaching are of a consistently high standard. We firmly believe that the education experience for our children should be holistic and fun-filled. Learning should take place in a calm and well-ordered environment and be based on kindness, mutual respect and empathy. All children will be valued as individuals and their moral and spiritual development encouraged as well as providing them with access to the highest teaching standards and curriculum.

The school will promote good health and fitness, perseverance, optimism and a “can-do” attitude in all. We will celebrate each child’s success and encourage them to take pride in their own, as well as others’, achievements. We will engage children in a creative curriculum that is tailored to their needs and reflects the context and community in which they live. At all times we will seek to ignite in children a love of learning which will remain with them throughout their lives. Together with our parents, governors and the wider community, we aim for all children to succeed to the very highest standards. Children will have opportunities to work both individually and collaboratively, giving them confidence, skills, independence and the self-esteem needed to be successful in a rapidly developing world. In order to fulfil our school vision, we will seek to constantly adapt and improve, listen to parents and children and have ongoing evaluation and debate amongst stakeholders.

What are our aims?

- To provide an outstanding primary school education for all children that is innovative, stimulating, balanced and creative to allow them to become independent, confident citizens within the community.
- To create a learning environment in which children are enabled to attain the highest standards of which they are capable, through the recognition of individual needs, regardless of their race, gender, disability, sexual orientation or ethnicity.
- To nurture a warm and mutually respectful relationship between adults and children, in a calm, purposeful atmosphere, where children feel safe and valued.
- To provide a sense of community by working in partnership with parents and other members of the wider community of Great Sankey Primary. We aim to develop an understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life

GSP is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Pupil Premium)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- 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?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The information we gather annually helps us to review our children's progress against these criteria. We also monitor closely children's access to extra-curricular activities.

Teaching and Learning Style:

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the head and deputy set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also

make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the Programmes of Study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. The SENDCo plans evidence-based interventions for pupils who need support to 'close the gap' and for gifted and talented/high achieving pupils to make even more progress and achieve their full potential.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Individual Education Plans (IEPs) are implemented and targets set at a suitable level. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to further challenge and extend the breadth of work within the area or areas for which the child shows particular aptitude.

GSP teachers provide quality first teaching to ensure all pupils make progress. We employ extra staff members who support within class, groups and individuals as necessary. These staff members work with pupils identified at Pupil Progress Reviews and they provide the SENDCo and SLT with regular feedback on pupil progress.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability. Teachers ensure that all 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;
- 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;
- participate fully, regardless of disabilities or medical needs.

Children with Disabilities:

Some children in our school have disabilities. We are as committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The GSP Equality policy and SEN report sets out how we put the DDA 2010 in to practice. We set aspirational targets to ensure equality for all.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough

for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our SEN report identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- takes into account their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

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. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers, the Trust and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- use of the NAA guidelines, updated annually.

Inclusion and Racism:

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the Programmes of Study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the Head teacher. The school contacts parents or carers of those pupils involved in racist incidents.

Summary:

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and Review:

This policy is monitored by the governing body, and will be reviewed every year. Next review September 2026.