



Childwall Valley Primary Inclusion Policy

Updated December 2021
Reviewed December 2024

Introduction

At Childwall Valley Primary School we value the individuality of our children and provide them with every opportunity to meet their own personal goals and targets – leading to the highest possible level of attainment for each child. We do this by taking into account our pupils' varied life experiences and needs. We offer a broad, balanced and continually evolving curriculum and have high expectations for all children. The achievements, attitudes and well being of all our children matter.

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Developing Effective Inclusion

Schools should actively seek to remove barriers to learning. Schools that are successful at including children with SEND meet those needs in a positive and proactive way. They also approach inclusion as part of their overall strategy. Inclusion is far more than just the location of the child's school placement.

Inclusiveness at Childwall Valley Primary School

Within our School Community •

Everyone is made to feel welcome.

- Children help each other.
- Staff collaborate with each other.
- Staff and children treat one another with respect.
- There is a partnership between staff and parents/carers.
- Staff and governors work well together.

Establishing inclusive values

- There are high expectations for all children.
- Staff, governors, children and parents/carers share a philosophy of inclusion.
- Children are valued equally.
- Staff seek to remove all barriers to learning and participation in School.

- The School strives to minimise discriminatory practices.

Inclusive policies within our School

- Staff appointments and promotions are fair
- Our School seeks to admit children from the local community (Admissions Policy)
- Our School is physically accessible to our current pupils and responds to the needs of individual children as they arise. Our accessibility plan is updated regularly.
- All children, new to School, are helped to settle and feel comfortable in School.
- The School arranges teaching groups so that all children are valued.

Organising staff for diversity

- All forms of support are coordinated by the class teacher, SENCO, Headteacher and governors.
- Staff development activities help staff to respond to children's diversity.
- The Special Educational Needs and Disability Code of Practice is used to reduce the barriers to learning and encourage participation of all children.
- Support for children learning English as an additional language is coordinated with learning support advice from relevant agencies.
- The School has a parent friendly Race Equality Policy.
- Pastoral, anti-bullying and behaviour policies are linked to curriculum development and learning support policies.
- Pressures for disciplinary exclusion are decreased through our School support systems.
- Barriers to attendance are reduced by good home/School communication.

Inclusive Practices within our School

We remember at all times that the key issue is to provide an inclusive curriculum which:

- allows the teacher and pupil to respond positively to each other.
- is differentiated to meet the needs of all pupils.
- gives prominence to high expectations and quality for all.

Orchestrating learning:

- Lessons reflect children's diversity.
- Lessons are made accessible to all children through differentiation.
- Lessons develop an understanding of difference.
- Children are actively involved in their own learning and the assessment of it.
- Children learn collaboratively.
- Assessment procedures encourage the achievements of all children.
- Discipline in School is based on mutual respect.
- Teachers plan, review and teach in partnership.
- Teachers support the learning and participation of all children.
- Teaching Assistants support the learning and participation of all children under the direction of the School or appropriate professional.
- Homework contributes to the learning of all.

- All children are encouraged and have the opportunity, to take part in activities outside the classroom.
- All classes are represented in the School Council and the children know their views are valued in School.