



Inclusion Policy

Signed:

Headteacher

L. Brookes

Chair of Governors

Key

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Educational inclusion is more than a concern about any one group of pupils. Its scope is broad. It is about equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within the school. These different groups could include:

- Boys and girls
- Minority ethnic and faith groups
- Pupils who need support to learn English as a second language
- Pupils with special educational needs including physical disability
- Children 'looked after' by the local authority
- Children of differing age - e.g., summer born children

An educationally inclusive school will examine the achievement of children according to prior attainment and ask whether higher attainers are achieving as well as lower attainers. It will also examine discrepancies in achievement according to subject. An educationally inclusive school is one in which the teaching and learning achievements, attitudes and wellbeing of every child and adult matters. The most effective schools take practical steps to promote tolerance and understanding of diversity, thus preparing the child for life in a multicultural society.

At William Penn Primary School we are committed to Inclusion, our goal is to provide an inclusive environment where everyone is encouraged to fulfil their potential. We actively promote inclusion in the whole school by:

- Creating and maintaining a stimulating and enjoyable learning culture for all - where all children are valued and motivated to enquire and explore further.
- Having high expectations of learning and behaviour for all pupils.
- Regular and robust monitoring and evaluation of the quality of teaching and the implementation of our curriculum by the Headteacher and Subject Co-ordinators.
- Effective investment in technology to support Inclusion.
- Analysing data - Standard Assessment Tasks [SAT's], Foundation Stage Profile [FSP], Maths assessments, baseline and other more specific assessments to identify possible discrepancies in the attainment of different groups of children.
- Actively promoting life skills through our Relationship, Sex and Health Education curriculum.
- The discrete teaching of RSHE (Relationship, Sex and Health Education) as a subject.
- Ensuring pupil voice and input by electing School Ambassadors from each class, sports and digital leaders and librarians and peer mentors.
- Having a Special Educational Needs Policy in place which is co-ordinated by the SENCo.
- Involving outside support agencies to facilitate progress for children with specific learning difficulties.
- Affirming and resourcing an important element of the Religious Education policy in the exploration of other faiths and festivals.
- Conducting a thorough induction programme for new Reception children.
- Maintaining good and pro-active relationships with parents through daily contact, an open-door policy, parent consultations and annual reports.

- Ensuring that the school environment is accessible to all and that the organisation of premises, resources and furniture does not hinder the learning or teaching of any individual child or adult.
- Ensuring that there is a variety of work on display in the classrooms and shared areas of school, representing the efforts of all pupils.

We recognise that the emotional climate of a child's classroom or school will either support or inhibit them in their journey towards academic and social growth and learning. The sense of 'belonging' and of being 'accepted and valued' is of paramount importance to the child and to their parents and will reflect in the quality of learning experienced at our school.

We teach to the guidelines of the National Curriculum (2014) and adhere to the Special Educational Needs Code of Practice (2014). We have high aspirations and expectations for all our children, and we plan lessons "to ensure that there are no barriers to every pupil achieving". (National Curriculum 2014).

"All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training."

Therefore, as a school, the staff will continue to strive to:

- Ensure that our school values: Equality, Integrity, Reflection, Simplicity, Friendship and Peace are always adhered to.
- Celebrate achievements, from both in and out of school, within class and collectively at our weekly Celebration Assembly.
- Listen to the voice of the whole-school community, especially the children.
- Respect and value all members of the staff team and maintain open and positive working relationships.
- Have high and appropriate expectations of all learners.
- Promote a learning community that will constantly progress and change to reduce barriers to learning.

