



# MERSEY VALE PRIMARY SCHOOL

## INCLUSION POLICY

**At Mersey Vale Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.**



**We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Mersey Vale we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.**

**We firmly believe that every child who wishes to come to our school, and who has a successful application based on our admissions criteria, should be admitted, regardless of sex, race, belief or physical disability.**

### **Introduction**

This policy has been formulated by the staff and governors of Mersey Vale Primary School having due regard to the Disability Discrimination Act (DDA) and the Human Rights Act (HRA).

### **Our Mission Statement**

At Mersey Vale we strive:

- To provide a secure, happy and caring environment in which everyone will be motivated to learn. We endeavour to create a school where all children and staff feel valued and are encouraged to fulfil their potential.
- Our golden rules foster respect, tolerance, honesty, responsibility, cooperation and courtesy.
- We celebrate achievements great and small.



## **I. Aims and objectives**

**I.1** Our school aims to be a fully inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys.
- Minority, ethnic and faith groups.
- Children who need support to learn English as an additional language.
- Children with special educational needs.
- Gifted and talented children.
- Any children who are at risk of disaffection or exclusion.
- Children with physical disability e.g. CP, diabetes, asthmatic.
- Children who are ill.
- Looked after children and previously looked after children.
- Children in receipt of the pupil premium grant.

**I.2** The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- ensuring a broad and balanced curriculum for all pupils.
- setting suitable learning challenges and using appropriate adaptations.
- responding to children's diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- including parents/carers in discussion and responding to identified needs.
- having a graduated response to meeting the needs of our pupils.
- providing other opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language therapy, occupational therapy, bilingual support and physiotherapy).
- Extended school services.
- providing a stimulating learning environment.



- effective use of ICT to support teaching and learning for all.

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

- Do all our children achieve as much as they can?
- 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?

## **2. Teaching and learning style (see also the school teaching and learning policy).**

**2.1** 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 of all their children. For some children, we use the differentiated programmes of study. This enables these children to make progress at their own level and pace.

**2.2** School staff are experienced in meeting the needs of children and parents for whom English is an additional language. They use a variety of strategies and resources to enable full access to the curriculum, including seeking support and advice from the Ethnic Diversity Service.

**2.3** 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.

**2.4** Where the attainment of a child in core subjects falls below the level expected according to their assessments teachers explore reasons why this should be, liaising with parents/SENCO or outside agencies.

**2.5** Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or



areas for which the child shows particular aptitude. Teachers will seek advice from the leading teacher for gifted and talented pupils when necessary.

**2.6** Teachers receive regular training covering race, gender, disability and working with children for whom English is an additional language.

**2.7** Teachers receive regular training in the most recent and effective strategies to make the curriculum accessible to children for whom English is an additional language.

**2.8** Assessment is embedded within our teaching to support all children's learning. Day-to-day, periodic and transitional assessments support planning for personalised learning, planning for SEN provision and is also used for layered target setting across the school.

**2.9** Our aim is that children:

- feel valued.
- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- celebrate faith festivals with members of the school community.
- 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, measurable targets that enable them to succeed.
- are encouraged to participate to their full potential.
- learn through an enjoyable cross-curricular teaching approach.

### **3. Children with disabilities**



**3.1** Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and with a ramp to our main entrance and Braille on each door.

- Mechanisms are in place to ensure support can be provided.

**3.2** Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

**3.3** At Mersey Vale teaching assistants are trained regularly to support children with disabilities, including mild/ moderate/ severe learning difficulties. Assistants plan in collaboration with teachers to deliver a personalised curriculum where appropriate, using assessment for learning to evaluate, monitor and feedback progress.

**3.4** In our school, we work collaboratively with other primary schools outside our cluster (including Lisburne and Oakgrove) to provide an opportunity for children to experience mainstream education, with the expectation of full inclusion to follow. In partnership with these schools we are able to offer a fully inclusive approach to education for all children, including those with disabilities.

**3.5** Teachers ensure that the work for these children:

- Takes account of 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 where 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.
- Uses appropriate assessment techniques, which may involve outside agencies, which reflect their individual needs and abilities.

#### **4. The voice of the pupil**

**4.1** Our school recognises the importance of children participating in their own education. We seek to ascertain the views of children, their needs and aspirations. Children are encouraged to feedback to their teachers and support staff their successes and concerns. Pupils are invited to



attend parent/teacher conferences and share their achievements with those present. Pupils can, through their elected representative within classes input ideas into the school council.

**4.2** Targets are set and discussed with the child as appropriate.

## **5. Working in partnership with parents and the local community**

**5.1** Mersey Vale recognises the views and wishes of the parent in making decisions about a child's placement or future provision. The parents' views are believed to be of paramount importance and are considered within the professional advice and resources available. Parents of all children are encouraged to enter into a productive partnership with the school. This starts with breakfast club and continues into the extended schools activities at the end of the teaching day.

**5.2** Our school recognises the importance of community cohesion, ensuring all feel welcomed and valued at Mersey Vale. Opportunities to promote positive relationships within our community include fairs, assemblies, charity events, church visits etc.

## **6. Governors**

**6.1** Governors regularly receive inclusion reports through the Teaching and Learning Committee meetings and through the termly leadership report to the full governing body. There is a nominated Inclusion governor who meets regularly with the SENCo/ Inclusion leader. Governors are kept up to date with any legislative or local policy changes and their statutory responsibilities.

## **7 Summary**

**7.1** In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the available guidelines to ensure that we take the experiences and needs of all our children into account when planning for learning. At Mersey Vale, Every Child Matters.

Approved 01/12/25

Signed : <i>M. Lawton</i>
Chair of Governors

Chair of Governors: Michelle Lawton

