



St Wystan's  
A REPTON SCHOOL

## INCLUSION POLICY

**This policy includes the Early Years Foundation Stage (EYFS)**

***Policy Reviewed: 19th June 2024***

***Policy to be reviewed: 18th June 2026***

St Wystan's School promotes inclusion and appreciates the diverse educational needs within the School and local community. The School recognises that these needs demand a range of provision and has developed inclusive practices, enabling access to the curriculum, both academic and extended, through the development of intervention strategies and support.

This statement links to the following school policies and documents:

- SEND
- Positive Behaviour
- Anti-bullying
- Equal Opportunities
- Accessibility Plan
- School Development Plan
- Child Safeguarding

### **Aims and objectives**

The intention of the School's Inclusion Strategy is to promote better outcomes for all pupils. These include:

- Staying safe
- Healthy being
- Enjoying and achieving
- Economic well-being achieved
- Making positive contributions

St Wystan's School actively seeks 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 we pay to the different groups of children who may be represented within our School:

- girls and boys;
- minority ethnic and faith groups;
- children with special educational needs;
- able, gifted and talented children;
- children who need support to learn English as an additional language;
- children who are at risk;

- looked after children

### **Teaching and Learning**

At St Wystan's School, we plan 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;
- providing other curricular opportunities outside the classroom to meet the needs of individuals or groups of children;
- ensuring the provision of personalised learning is in place to meet the needs of pupils and overcome the barriers to learning;
- preparing all pupils for a world which values and respects individual differences, thus increasing safety by reducing bullying and discrimination;
- taking into accounts basic entitlements including legislative requirements and national strategies;
- preparing vulnerable young people for independent adult life

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

- do all our children achieve their full potential?
- 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 potential?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

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;
- 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.

### **Inclusion and racism**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum 2014. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Any racist incidents are recorded and dealt with in accordance with School policy. The School contacts parents of those pupils involved in racist incidents.

### **Children with disabilities**

Should any children with a disability be admitted to School, all reasonable steps will be taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

**Summary**

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

Reviewed by	Headteacher		
Date Reviewed	19.06.24		
Date of Next Review	18.06.26		
Governing Body Approval	No	Signed/Dated	
Website/App	No	ISI	No
Staff Handbook	Yes	Parent Handbook	No