

# Norfolk Community Primary School

## Inclusion policy

Norfolk Community Primary School is committed to being an inclusive community that meets the needs of all its pupils and ensures that they have access to the broad and balanced curriculum to which they are entitled. The School is committed to Equality of Opportunity and we pay particular attention to the different needs of groups within school:

- Girls and boys
- Minority ethnic and faith groups
- Children for whom English is an additional language
- Gifted and Talented Children
- Children with Special Educational needs
- Children who are at risk of disaffection or exclusion
- Children from different social backgrounds

## Aims

As a school we aim to be a learning community that values the contributions and abilities of all and sets high personal challenges for all. We do this by:

- Personalising learning to ensure it is relevant and appropriate for each individual
- Respecting and valuing difference and diversity
- Having high expectations for all
- Taking collective and individual responsibility for actions
- Using resources and materials that recognise and celebrate the range of social and cultural backgrounds in our society
- Setting and effectively communicating challenging targets
- Encouraging full participation in all activities including extended school activities
- Monitoring the involvement of different groups and responding to the outcomes of such monitoring
- Seeking the views of all parents and pupils

## Entitlement to the National Curriculum

The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. In delivering this entitlement to the National Curriculum we

- Set suitable learning challenges
- Respond to pupils' diverse learning needs

- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil. The assessment arrangements for pupils at the end of each Key Stage will be reviewed to ensure that tests are as far as possible accessible to pupils with, for example English as an additional language or Specific Learning Difficulties.

### **Links with other Policies**

The school has other policies that set out in detail the provision to be made for Pupils with Special Educational Needs and pupils of different ethnic groups to strive for equality of opportunity and commitment to high educational standards for all.

The Teaching and Learning policy describes in detail the approaches that will be used to ensure that all learning styles have their needs addressed.

The Teaching and Learning policy also describes in detail the ways in which we will seek to ensure greater partnership with pupils and parents in planning and assessing their own progress.

### **Monitoring and Evaluation**

The effectiveness of provision for diverse pupil groups is monitored for English and Maths via termly pupil tracking sheets.

The detailed reports provided by the Raise Online package enable us to evaluate the performance of different pupil groups within school. These are discussed with Senior Team and Governors and shared with all staff.

The involvement and engagement of all pupils with extended school activities is done via attendance registers.

The engagement of parents from different groups in the life of the school community is monitored via attendance registers, parent questionnaires and general observation. Active measures are taken to increase the involvement of our hard to reach parents, such as Rainbow Breakfast, Credit Union, Special Needs Reviews, Home Visits, regular telephone contact.

This policy will be reviewed in June 2009