



# KING HENRY VIII JUNIOR SCHOOL

## Inclusion Policy

**Date of last review:** December 2022  
**Person(s) responsible:** Headteacher  
**Planned review date:** December 2025

## 1 Introduction

1.1 At King Henry VIII Junior School we value the individuality of all our children. We are committed to giving them all every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced 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 social background.

## 2 Aims and objectives

2.1 Our school aims to be a fully inclusive school. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- plan a curriculum that meets the specific needs of individuals and groups of children;
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- ensure the achievement and well-being of different groups of children within our school:
  - girls and boys;
  - minority ethnic and faith groups;
  - children who speak English as an additional language;
  - children with special educational needs;
  - children whose education has been disrupted by illness, or breaks in their schooling for other reasons;
  - more able, gifted and talented children;
  - children who are at risk of disaffection or exclusion.
- provide other curricular opportunities outside the typical weekly curriculum to meet the needs of individuals or groups of children, (this might include speech and language therapy or support for children who are experiencing social and / or emotional difficulties or have mental health issues).

2.2 We achieve educational inclusion by continually reviewing the attainment and progress of each of the groups listed in 2.1 above, asking these key questions:

- do **all** our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those groups who are not achieving as well as they should?
- are support strategies and interventions for such groups effective?
- are we successful in promoting social, racial and cultural harmony, and preparing pupils to live in a diverse society?

## 3 Teaching and learning

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities and experiences of all their children and to plan appropriate, well-matched learning activities for all.

3.2 When the attainment of a child falls below the expected age-related level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude – the use a 'mastery' approach. On rare occasions teachers may choose to use materials from a later key stage.

3.3 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

3.4 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;
- observe any particular religious practices in relation to their clothing or daily routines;
- are taught in groupings that allow them all to experience success;
- use learning resources which 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 targets that enable them to succeed;
- participate fully, regardless of disabilities or individual needs.

## **4 Children with disabilities**

4.1 Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010, in relation to disability discrimination. All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with their peers.

4.2 The school is committed to providing an environment that allows disabled children as full access to areas of learning as is possible given the particular constraints of the two campuses. Our accessibility plan identifies how we intend to increase the extent to which disabled pupils and other site users can take advantage of all that our school has to offer.

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

4.4 Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they may need to 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 in which 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;
- is assessed in ways which reflect children's individual needs and abilities.

## **5 Inclusion and racism**

5.1 King Henry VIII Junior School has thoroughly addressed the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of race or ethnic background. The diverse nature of our school community is regarded as a cause for celebration and pupils are given frequent opportunities to share their home experiences with their peers during lessons and assemblies. The school does not tolerate racist behaviour. All racist incidents are recorded and reported to the governing body by the headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

## **6 Summary**

6.1 At King Henry VIII Junior 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.

## **7 Monitoring and review**

7.1 This policy is monitored by the governing body, and will be reviewed every three years or earlier if necessary.

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