



## **LOSTOCK HALL PRIMARY**

### **SEN Inclusion Policy**

#### **1. Statement of Principle**

As a school community we believe that **all** children have the right to receive an excellent education. We are committed to providing all children with equitable access to the benefits of education regardless of their gender, culture, linguistic background, race, socio-economic background or disability.

We believe that inclusion through equality of access is an essential requirement in education and that everyone in the school community has the responsibility for contributing to equality in education. Inclusion is a process in which pupils, parents and carers, teachers and other agencies work together in partnership to strive for equality and entitlement for all.

This Policy statement falls within the context of our Equal Opportunities Policy.

#### **2. The Governing Body's Responsibility**

- To ensure that the school complies with Race Relations and Disability and Special Educational Needs legislation, including general and specific duties.
- Ensuring that the policy and its related procedures and strategies are implemented.
- Give details of a nominated Governor who has the responsibility for educational inclusion and equalities issues.

#### **3. The Headteacher's Responsibility**

- Along with the Governing Body, ensuring that the policy and its related procedures and strategies are implemented.
- Make sure all staff are aware of their responsibilities under the policy and are given appropriate training and support.
- Take disciplinary action, if necessary, against staff or pupils who discriminate or contravene the policy.
- Ensuring that issues of equality and inclusion are addressed within the PSHE / Citizenship curriculum.

#### **4. All Staff Responsibilities**

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Enable all pupils, regardless of background, gender, home language, race or

- disability to have as full access to the curriculum as possible.
- To promote race equality, disability equality and diversity through teaching and the design of the curriculum
- Promote positive relationships with pupils, staff, parents/carers and the wider community.

## **5. Involvement of the Pupils**

- To involve pupils in decision making in school generally, through the medium of the School Council.
- To involve pupils in decisions that affect them e.g. target setting for all children, the writing and review of Individual Education Plans.

## **6. Promoting Inclusion Across Areas of School Activity**

### **a. Admission and attendance**

- To ensure that we are aware of the rights of staff and pupils to provision made for leave of absence and religious observance.
- To ensure our admissions policy and criteria do not disadvantage children from particular groups.
- To closely monitor pupil attendance for ethnicity, disability and status bias.

### **b. Attainment, progress and assessment**

- We are committed as a school to having equally high expectations of all children and enabling all our children to achieve the highest standards.
- We recognise and value all forms of achievement.
- Pupil attainment and progress is monitored every half term and evaluated to identify trends and patterns of underachievement in relation to individuals and groups of individuals and their specific needs.
- Methods of assessment are, as far as possible, free of cultural or linguistic bias.
- We strive to ensure that all pupils are appropriately supported in assessments so that they are able to show fully, both what they know and what they can do.

### **c. Teaching and learning**

- Staff create an environment where all pupils can contribute fully, and feel valued.
- Teaching takes account of pupils' cultural backgrounds, disability, linguistic needs and different learning styles.
- Teaching styles include collaborative learning so that pupils appreciate the value of working together.
- Teachers are sensitive to the need to use a range of teaching strategies when teaching about different cultural traditions.
- Different cultural traditions and life styles are made meaningful to children.
- Children are helped to make connections with their own lives.

- Teachers build children's awareness so that they can challenge discrimination.

d. Curriculum

- The curriculum we deliver in school responds to the diversity of need and experience of the children. It respects cultural and racial identities and values contributions from all ability groups.
- Through carefully, planned and differentiation we ensure that all pupils can access the curriculum.
- Resources and displays portray positive images of different people from all groups and cultures.
- Learning is structured so that all will achieve.

e. Staff recruitment and professional development

- Cycles of performance management tracks staff development and ensures all staff develop and achieve their full potential.
- Opportunities and requests for professional development are monitored to ensure a fair division of opportunity.
- All staff are made aware of equality and inclusion practices on induction.

f. Partnership with parents/carers and community

- We value our partnership with parents. Parents are welcome in school and we have opportunities for informal contact with parents every morning and afternoon. We also operate a system of surgery times, parents' evenings and parents' evaluation forms to ensure a sharing of concerns, views and celebrations.
- Information and material for parents is in user-friendly language and available in several formats.
- The school premises and facilities are fully accessible to and used by groups from the local community. At present these are: - Pre School Nursery, Before and After School Club, Christian Fellowship, Brownies, Keep fit, Athletics, Gymnastics, Street Dance, Football and Forest School.

**Dated:** May 2024

**Review date:** May 2027 (in line with new SEN guidelines / White Paper report)