



St Margaret's C of E Primary School

Inclusion Policy

Ratified: Autumn 2025
To be reviewed Autumn 2026

Aims and objectives

Our school aims to be an 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 pupils (academically more achieving)*
any children who are at risk of disaffection or exclusion.

Implementation

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 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 National Curriculum to meet the needs of individuals or groups of children. (This may include activities led by professionals from outside the school)

Access for children with disabilities

Some children in our school may 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 the designated points of entry for our school also allow wheelchair access. Lifts can transport children to different levels. 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.

Teaching and learning style

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 of their children. For some children, we use the programmes of study from earlier or later year groups.

Teachers enable the child to succeed by planning work that is in line with that child's individual needs or through extending the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure that 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; 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 targets that enable them to succeed;
are encouraged to participate fully, regardless of disabilities or medical needs; have access to emotional literacy support as necessary.

Curriculum Access – Pupils with Disabilities

Teachers modify teaching and learning as appropriate for children with disabilities. 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.