

Wrockwardine Wood CE Junior School



Inclusion Policy

Updated: September 2025

Review Date: September 2027

Vision Statement



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

Our School Christian Values



1 Introduction

- 1.1** We are committed to giving all of our children every opportunity to achieve the highest of standards academically, socially and emotionally. 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 background.

2 Aims and Objectives

- 2.1** Our school aims to be an inclusive school. We actively seek 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 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
 - pupils with disabilities
 - able, gifted and talented children
 - children who are at risk of disaffection or exclusion
 - travellers
 - asylum seekers
 - Free School Meals and Every 6 children
 - Service children
- 2.2** The New National Curriculum 2014 is our starting point for planning 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 National Curriculum to meet the needs of individuals or groups of children. (This includes speech & language, hearing impaired, occupational therapy)
- 2.3** We achieve educational inclusion by continually reviewing what we do; through asking ourselves 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 children who we know are not achieving their best?
 - are our actions effective?
 - are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and Learning Style

- 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 of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.
- 3.2** When the attainment of a child falls significantly below the expected 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 significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.
- 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
 - 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
 - participate fully, regardless of disabilities or medical needs.

4 Children with Disabilities

- 4.1** Some children in our school 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 amended *Equality Act* that came into effect in September 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.2** The school is committed to providing an environment that allows disabled children full access to all areas of learning. There is access to nearly all areas of the school for all pupils with disabilities, including those in a wheel chair. The only area that is not accessible is upstairs where there are two classrooms. The classes and timetable are arranged so any children with specific disabilities, such as needing to use a wheel chair, do not go upstairs. There is outside access to the field, playgrounds, wildlife area and The Classroom of the Future (The Innovation Centre). There is a separate toilet, suitably equipped, for disabled use. Classrooms have been adapted to cater for children with disabilities. Refer to School Accessibility Policy. Our Access Plan identifies how we intend to increase the extent to which disabled pupils 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 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 where 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
 - includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
 - uses assessment techniques that reflect their individual needs and abilities.

5 Disapplication and Modification

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

6 Inclusion and Racism

6.1 The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported on IRIS by the Headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

7. Children who are lesbian, gay, bisexual or gender questioning (From Safeguarding Policy 2025)

1. In line with KCSIE 2025, we take a cautious and proportionate approach to supporting gender questioning children. We will work in partnership with parents (unless doing so would place the child at risk), and consider clinical advice and wider vulnerabilities, including mental health and safeguarding risks.
2. The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

8 Legal definition of Sex and Equality Act Compliance (From Safeguarding Policy 2025)

- In line with the UK Supreme Court judgment (*For Women Scotland v The Scottish Ministers*, 2024) and the Equality and Human Rights Commission's interim guidance (April 2025), we recognise that under the Equality Act 2010, the protected characteristic of "sex" refers to 'biological sex.' **This means:**
 - A "woman" is a biological female.
 - A "man" is a biological male.
 - A person who identifies as transgender does not change their legal sex for the purposes of the Equality Act, even if they hold a Gender Recognition Certificate.
- We will ensure that our safeguarding, curriculum, facilities, and equality practices reflect this legal definition. Where single-sex services or spaces are provided, decisions will be made in accordance with the Equality Act 2010 and relevant statutory guidance, with due regard to the safety, dignity, and privacy of all pupils. We will continue to support all pupils with sensitivity and respect, while ensuring compliance with our legal duties under the Equality Act 2010.

8. Summary

- 8.1** 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.

9 Monitoring and Review

- 9.1** This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Date of next review: September 2027

Signed: A. Williams

Date: September 2025